

**RURAL YOUTH POVERTY ALLEVIATION IN THE ZAMBEZI REGION:
PROBLEMS AND POSSIBILITIES**

by

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RURAL YOUTH POVERTY ALLEVIATION IN THE ZAMBEZI REGION: PROBLEMS AND POSSIBILITIES

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I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

Signature *NL Sisinyize* Date: 5 November 2020

DEDICATION

This work is dedicated to my parents:

Victor Sepiso Sisinyize (Late Father)

and

Agnes Nswahu Sisinyize (Mother)

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ABSTRACT

The objectives of the study were to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities in order to determine how rural youth agricultural and non-agricultural livelihood activities have improved their livelihood and alleviated poverty. The Sustainable Livelihoods Framework has helped the researcher to understand and explain rural youth poverty alleviation, problems, and possibilities in the study area. The study employed a mixed-method approach, with more emphasis on qualitative research. The study had a total size sample of 223, respondents, including focus group discussions. The findings indicate that no livelihood analysis was carried out for rural youth in agriculture and non-agricultural activities in the Zambezi Region. For this reason, agricultural and non-agricultural programmes and projects have not addressed rural youth poverty alleviation. The findings also show that rural youth in agriculture and non-agricultural activities are exposed to numerous factors affecting their livelihood, as most of them cannot efficiently affect the vulnerability context. Furthermore, rural youth depends on their families and friends for livelihood support since they lack access to most livelihood assets. Despite livelihood improvement, rural youth faces problems that impede poverty alleviation in both agriculture and non-agricultural livelihood activities; lack of participation in policy deliberations, access to markets, Information Communication Technologies, training in both agriculture and non-agricultural activities, limited access to financial services and limited access to land. The study demonstrates that successful agricultural and non-agricultural programmes need to take rural youth sincerely to influence rural youth poverty alleviation. It is hoped that this study will contribute to the limited literature on rural youth poverty alleviation and also provide a rural youth critique in agriculture and non-agricultural activities in Namibia.

Key terms: Rural youth; agriculture; non-agricultural activities; livelihood; Sustainable Livelihoods Approach; Sustainable Livelihoods Framework; poverty alleviation.

ACRONYMS

CBC	Community-Based Conservation
CBNRM	Community-Based Natural Resources Management
CF	Community Forest
CMHA	Canadian Mental Health Association
CYB	Credit for Youth in Business
DF	Directorate of Forestry
DFID	Department for International Development
DYD	Department of Youth Development
FANRPAN	Food Agriculture and Natural Resources Policy Analysis Network
FGD	Focus group discussion
FINCA	Foundation for International Community Assistance
GDP	Gross Domestic Product
GIZ	Gesellschaft für Internationale Zusammenarbeit

ICT	Information Communication Technology
ICTSD	International Centre for Trade and Sustainable Development
IDRC	International Development Research Centre
IDS	Institute of Development Studies
IFAD	International Fund for Agriculture Development
IIED	International Institute for Environment and Development
ILO	International Labour Organisation
MAWF	Ministry of Agriculture, Water and Forestry
MFMR	Ministry of Fisheries and Marine Resources
MIJARC	The International Movement for Catholic Agricultural and Rural Youth
MJ	Ministry of Justice
MLR	Ministry of Lands and Resettlement
MYNSSC	Ministry of Youth, National Service, Sports and Culture
NAMPORT	Namibian Ports Authority
NDP	National Development Plan

NLFS	National Labour Force Survey
NPC	National Planning Commission
NSA	Namibia Statistics Agency
NTFP	Non-Timber Forest Product
NVS	National Voluntary Service
NYC	National Youth Council
NYCS	Namibia Youth Credit Scheme
NYP	National Youth Programme
NYS	National Youth Service
RYD	Rural Youth Development
RYF	Rural Youth Forum
SIDA	Swedish International Development Cooperation Agency
SLA	Sustainable Livelihoods Approach
SLF	Sustainable Livelihoods Framework
TIPEEG	Targeted Intervention Program for Employment and Economic Growth

UNDP United Nations Development Programme

UNICEF United Nations Children's Fund

WHO World Health Organisation

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This chapter covers the background of the study, statement of the problem, objectives of the study, research questions, and the importance, scope, and limitation and the structure of the study. The study investigated rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. Three instruments were used to collect data from respondents and key informants, comprising: The youth living in rural areas participating in agriculture and non-agricultural livelihood activities and projects (agriculture, forestry, fisheries, wildlife, and entrepreneurship); youth officers; regional youth forum; agricultural extension officers; fisheries and forestry technicians, members of the Zambezi Communal Land Board, Agricultural Bank of Namibia, conservancy and forestry committees, traditional authorities, constituency offices and policy-makers' views regarding rural youth poverty alleviation in the Zambezi Region. Data from the respondents were employed to assess the implications of agriculture and non-agricultural livelihood activities concerning rural youth poverty alleviation and contemporary with the Sustainable Livelihoods Approach appropriate in rural youth poverty alleviation.

1.2 BACKGROUND OF THE STUDY

The youth form the future of all countries. It is important for any country to recognise its function in development processes. They are the driving forces for achieving social, economic, intellectual, and technological development of any nation. Rural youth poverty alleviation remains a huge challenge, facing several countries (Moore 2005:2). Efforts to engage rural young individuals in development processes were not achieved yet (International Fund for Agricultural Development 2011:42).

In 2015, an increase of the youth population to 1.2 billion was globally recorded, accounting for one from every six individuals (United Nations 2015:1). The year 2030 was reserved for Sustainable Development Goals; it is projected that the global youth population should rise to 1.3 billion (UN 2015:2). Half of them reside in rural areas in developing countries (IFAD 2011:42).

Africa remains the most youthful continent in the world with 226 million youth between 15 to 24 years of age, representing 19% of the global youth population in 2015. The percentage is predicted to increase to 42% in 2030 and projected to continue rising by the year 2055 (UN 2015:1). 70% of youth, mostly in developing countries, survive in rural settings (Internal Labour Organisation 2012), where they are encountered with various poverty manifestations (Melik 2010; Food and Agricultural Organisation 2013). They lack material and financial support for improving their livelihoods, high unemployment, landless, absent in policy dialogues and a lack of participation in decision-making processes, limited opportunities to participate in development initiatives, inadequate and appropriate education and limited access to Information Communication and Technologies (FAO 2016; FAO, Technical Centre for Agricultural and Rural Development & International Fund for Agricultural Development 2014).

Globally, youth face challenges in achieving sustainable livelihood (Bannell 2007; Juma 2007). Most livelihood opportunities and resources are controlled by elders on behalf of the youth, as age is still observed as a determining factor. This situation holds a limited majority of the youth to share their livelihood needs and challenges. This justifies reasons for youth exclusion in development policies, especially those of rural youth (UN 2003). Despite young individuals in rural areas being amongst the developmental challenges experienced by the world, few institutions have assessed their livelihood needs (Waldie 2004). Livelihood improvement and poverty alleviation would not be realised without sustaining and improving agriculture and non-agricultural segments in the rural areas. The significance of agriculture, forestry, fisheries, entrepreneurship, and wildlife conservation remains crucial in achieving a sustainable rural youth livelihood and poverty alleviation.

An indication that creating viable opportunities to engage rural youth is urgent since a reduction in agriculture and non-agricultural livelihood activities, outputs by rural youth is likely to reduce Gross Domestic Product and in turn, prolong the cycle of poverty in rural areas. Simultaneously, the youth bulge offers unprecedented opportunities for practitioners and governments to harness the energy, motivation, and innovation of these rural young individuals into economic development and social change, whilst pressing food security needs exists. For rural youth, new business creation in the agricultural and non-agricultural sectors can create opportunities for livelihood improvement. Addressing rural youth poverty is, critical for improving food securing, livelihood, employment creation, and poverty alleviation (Youth Working Group 2010).

Despite addressing rural youth poverty since the independence in Namibia, such as most countries in Africa, the objectives of rural youth poverty alleviation failed. According to Namibia Statistics Agency (2016), concerning the prevailing situation of high youth unemployment, a lack of access to land, adequate and appropriate education, deprivation experienced by several sections of rural youth, the ineffectiveness of facilitated policies and programmes addressing rural youth exist. Most policies lack specific target groups, addressing the general concerns of rural individuals. Despite efforts to address poverty in rural areas, its influence on rural youth poverty alleviation was slight as initiatives are often excluded rural youth livelihood challenges.

A lack of collaboration amongst institutions responsible for addressing rural youth poverty alleviation exists. The bias nature of research against rural youth work and livelihood opportunities continue to deprive planners of essential information required for planning rural youth employment issues (Elder, de Haas, Principi & Schewel 2015:44; NA, Department of Youth Development 2006). Rural youth poverty is important, because of its effects. All these indicate that the youth development strategies pursued in the post-independence in Namibia were ineffective. The study, analysed rural youth livelihood activities, agriculture, forestry, fisheries, wildlife, and entrepreneurship, specifically in the Zambezi Region, and assessed their implications on poverty alleviation. The Zambezi Region is amongst the 14 regions in the country, with 64%

of the youth residing in a rural setting compared to 36% in urban areas (NSA 2011:2). Implying most youth in the Zambezi Region are characterised as rural, engaged in diverse rural livelihood activities, ranging from agricultural to non-agricultural livelihood. The major rural livelihood activities in the Zambezi Region are agriculture and non-agricultural, such as forestry, fishing, wildlife (conservancies), and entrepreneurship (businesses). According to NSA (2016), the Zambezi Region exhibits 60.2% of youth unemployment, higher for a small region, such as the Zambezi Region. No study was conducted yet, specifically in the Zambezi Region on rural youth poverty alleviation, acknowledging rural youth livelihoods, whilst assessing their implications on rural youth poverty.

1.3 PROBLEM STATEMENT

Despite Namibia's independence and establishment of institutions to alleviate poverty amongst the youth, rural youth poverty continues to increase specifically in the Zambezi Region, which places a greater risk to the region's rural youth livelihood and rural development. The agricultural and non-agricultural segments call for improvement to provide for rural youth population growth of the region concerning improving their livelihood and alleviating poverty. Engaging rural youth in agricultural and non-agricultural livelihood activities remain crucial for livelihood and poverty alleviation in the Zambezi Region because youth have energy, innovative ideas and are quicker in learning. The body of knowledge on rural youth poverty alleviation is limited and does not demonstrate rural youth agricultural and non-agricultural livelihood activities (forestry, fisheries, wildlife, and entrepreneurship) and the implications these activities have on poverty alleviation amongst rural youth in the Zambezi Region. The literature is supposed to indicate agriculture and non-agricultural livelihood activities where rural youth in the Zambezi Region are engaged, including their implications on rural youth poverty alleviation, challenges that impend rural youth poverty alleviation, the views of policy-makers and recommendations to effect policy changes to engage rural youth in agricultural and non-agricultural activities in the Zambezi Region. Investigating rural youth poverty alleviation in the Zambezi Region, problems and possibilities,

was established to be of importance for improving rural youth livelihood and poverty alleviation in the Zambezi Region.

These rural youth depends on agriculture and non-agricultural livelihood activities; forestry, fisheries, wildlife, and entrepreneurship as a means for their livelihood and poverty alleviation. They lack the financial and material support necessary for poverty alleviation. Financial institutions such as banks do not finance rural youth because they do not have assets to serve as collateral. These challenges impede rural youth poverty alleviation in the region.

The land is important for rural youth; whose livelihood depends on it. It is also critical for producing food and is also a way of creating employment and income generation. Likuwa (2016:6) acknowledges that the voices of the youth who are the leaders of tomorrow and for whom the land is looked after by their elders were absent from the discourses on customary land ownership and registration in Namibia. In the Zambezi Region, royal chiefs are responsible for the apportionment of land to communities and rural youth are frequently left out in communal land distribution processes. In Likuwa's (2016:9) research findings, youth expressed that they are not invited in deliberations on communal land issues in their areas, Zambezi Region included and certain youth opt not to attend because they do not own land, establishes no need to attend. Rural youth access to land in the Zambezi Region occurs through inheritance from parents and families, thus they have to wait until they become adults to own land, a process which causes rural youth to remain in poverty.

Despite efforts to address youth unemployment, Namibia's youth unemployment has increased. The International Labour Organisation (cites in, NSA 2014) reports an increase in youth unemployment in Namibia by 64.4%, from which 74% reside in rural areas. The Zambezi Region is one of the top five regions, mostly affected by high youth unemployment of 60.2% (NSA 2016), resulting in them engaging in criminal activities, alcohol and drug abuse, and violence. According

to records, 9 to 11 cases were daily reported on crime in the region, with perpetrators as the youth (Sitali, personal communication 2016, May 20).

Their contribution to regional and national development goals remains unknown. Rural youth are not involved in policy dialogues and often excluded in decision-making. They are under-represented in community development structures. This implies that their concerns are not captured. Most national policies do not address the concerns encountered by rural young individuals and thus remain unattended. For instance, Namibia's National Development 'Vision 2030 and National Development Plans, (National Planning Commission 2004), do not sufficiently acknowledge rural youth poverty alleviation.

Usually, deliberations on issues concerning youth employment and agricultural development, entrepreneurship, are mostly held and comprising youth in town, excluding those in rural areas. Rural youth lacks enough information for improving their lives. Awareness of rural youth poverty alleviation lacks in the Zambezi Region. The region has institutions responsible for rural youth agriculture and non-agricultural activities such as the Zambezi Regional Council, Ministry of Agriculture, Water and Forestry, Ministry of Lands and Reform, Ministry of Environment and Tourism, Ministry of Fisheries and Marine Resources, Ministry of Youth, National Service, Sports and Culture, agricultural bank of Namibia, traditional authorities, Village Development Committees all these conducted little in providing sufficient information and support towards rural youth poverty alleviation in the Zambezi Region.

Poverty, lack of voice, and decent work opportunities may contribute to a sense of hopelessness and that can discourage young individuals and affect their livelihood. Rural youth can be true engines of rural development. Acknowledging and addressing their needs and aspirations is vital for local and national development.

The study's conclusion was that in order to contribute to regional and national development, **rural youth participation in agriculture and non-agricultural livelihood activities will create**

employment, generate income, improve the livelihood and alleviate poverty amongst the rural youth in the Zambezi Region.

1.4. OBJECTIVES OF THE STUDY

The broader objective of the study was to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities to assess how agricultural and non-agricultural livelihood activities have contributed to rural youth livelihood and alleviate poverty.

The study was designed to achieve the following specific and general objectives:

1.4.1. Specific objectives:

- To analyse rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region against the Sustainable Livelihoods Approach
- To assess the implications of rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region, concerning poverty alleviation
- To explore problems that impede rural youth poverty alleviation in the Zambezi Region.
- To contribute to the existing literature on the SLA and development

1.4.2. General objectives

- To explore the views of policymakers on rural youth poverty alleviation
- To provide recommendations to effect policy changes to engage rural youth in agricultural and non-agricultural livelihood activities in order to alleviate poverty among the rural youth in Namibia

1.5. RESEARCH QUESTIONS

Based on the objectives stated above, the primary research question for this study was:

How have agricultural and non-agricultural livelihood activities contributed to rural youth poverty alleviation in the Zambezi region?

The sub-questions of the study include:

- What agricultural and non-agricultural livelihood activities are rural youth in the Zambezi Region engaged concerning the SLA?
- What are the implications of rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region, concerning poverty alleviation?
- What problems impede effective rural youth poverty alleviation in the Zambezi Region?
- What are the views of the policymakers on rural youth poverty alleviation?
- What are the recommendations to effect policy changes to engage rural youth in agricultural and non-agricultural livelihood activities in order to alleviate poverty among the rural youth in Namibia?

1.6. IMPORTANCE OF THE STUDY

The research adds to the knowledge and understanding of the subject of rural youth livelihood activities and their implications on poverty alleviation. This study is significant because it:

- Allows identifying the concept and approaches of rural youth agricultural and non-agricultural livelihood activities that consider poverty alleviation.
- Supports and enriches theory and approaches on rural youth poverty alleviation in various organisations, Government and Non-Governmental Organisations.

- It creates greater awareness amongst governments and NGOs on the importance of having a proper and practical rural youth livelihood approach as a vehicle for alleviating rural youth poverty.
- It provides useful knowledge on the implications of rural youth agricultural and non-agricultural livelihood activities that might have impacted the successful rural youth poverty alleviation.
- The research also contributes to the literature on the SLA as a critical instrument for assessing the livelihood of rural youth concerning poverty alleviation.

The latest regional Poverty Profile Assessment compiled by the National Planning Commission (2016) reports an increase of poverty of 7.2% in the Zambezi Region. Improvement of rural youth agricultural and non-agricultural livelihood activities as one of the interventions to tackle poverty amongst rural youths have not been reported, their challenges and possibilities remain unknown.

It is expected that the results of this study will also be of value to policy-makers, Government ministries, public, private, and other youth organisations in Namibia aiming at alleviating poverty amongst rural youth in Namibia and other countries that have adopted a similar strategy may also use the research findings. The results can be used to develop and implement policies that take into account rural youth poverty alleviation. It will also contribute to the reviewing of existing poverty alleviation policies to ensure that rural youth livelihood challenges are addressed.

It is further projected that the results of the study will be of value to Ministry of Youth, National Service, Sports and Culture, Ministry of Agriculture, Water and Forestry and Ministry of Fisheries and Marine Resources, Ministry of Lands and Resettlement, Agricultural bank, traditional authorities, Village Development Committees and all other institutions aiming at alleviating poverty amongst rural youth through agricultural and non-agricultural livelihood activities in a variety of ways.

First, it will assist in creating an understanding of rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region against the SLA. This will assist in understanding rural youth livelihood activities in the study area. It will assist in planning, facilitating rural youth livelihood programmes that will respond positively to rural youth poverty alleviation.

Secondly, the results of the study will assist Government ministries and youth organisations with rural livelihood activities. This will assist these institutions to improve policies and programmes targeting rural youth poverty alleviation.

Thirdly, the results of the study will lead to positive rural youth poverty alleviation by identifying gaps and areas concerning improvement.

The study will also provide recommendations to effect policy changes to engage rural youth in agricultural and non-agricultural livelihood activities that respond to poverty alleviation in Namibia.

1.7. SCOPE OF THE STUDY

The study covered rural villages in six constituencies (Katima Rural, Kabbe North, Linyanti, Kongola, Judea Lyamboloma, and Sibbida) in the Zambezi Region. Thus, the scope of the research was confined to rural youth participating in agricultural and non-agricultural livelihood activities and projects (agriculture, forestry, fisheries, wildlife, and entrepreneurship); Key Informants, such as youth officers and the Regional Youth Forum in charge of rural youth projects and activities, management of the MYNSSC, MAWF, agricultural extension officers and forestry technicians in the MAWF, conservancy and forestry committees, fisheries technicians in the MFMR all in the Zambezi Region; members of the Regional Land Board, constituency offices (councillors and support staff) in the Zambezi Region; officers of Agricultural bank and traditional authorities in Zambezi Region. These groups were targeted since they are responsible for the implementation of

poverty alleviation programmes and projects in the Zambezi Region including that of the rural youth.

1.8. LIMITATIONS

One of the limitations was that it was not possible to include all young individuals in rural areas participating in agricultural and non-agricultural livelihood activities and those in projects in the Zambezi Region. Certain projects were in remote rural areas where access to roads and flood were difficult. Generating a list of names and addresses of rural youth agricultural and non-agricultural livelihood projects in the Zambezi Region was a difficult exercise since some youth members have left the projects. Although a list of projects and rural youth agricultural and non-agricultural livelihood activities was obtained from the MYNSSC, MFMR, MAWF, conservancies and community forests, omissions of other rural youth projects, and livelihood activities could not be ruled out. The results of the study cannot be generalised but indicated trends concerning rural youth agricultural and non-agricultural livelihood activities and poverty alleviation in the Zambezi Region.

1.9. CLARIFICATION OF KEY TERMS

1.9.1. Agriculture

Agriculture's definition, comprises three pillars, indicating, artistry, science, and business. Art refers to knowledge and skills and the ability to settle based on experience executing and improving agricultural activities. Agriculture is also science since it requires using various technologies to maximise agricultural production and income. It is also a business, if agriculture is the source of rural livelihood, production is bound to consumption. As a business, its objective is to maximising profit through the production of crops enabling livelihood improvement (Harris & Fuller 2014).

1.9.2. Livelihood

This refers to income generation, personal, and family subsistence. It comprises “capabilities, assets, both material and social resources, activities for a means of living. Livelihood is regarded sustainable when it can manage, recover from stress, shock and maintain or enhance its capabilities and assets at present and in the future, while not undermining the natural resource base” (Department for International Development 1999).

1.9.3. Non-agricultural activities

These are unrelated activities to agricultural activities, such as businesses, forestry, wildlife conservation, fisheries, switching off from agricultural production to commodity trading, non-agricultural labour in response to poverty alleviation (Davis 2006:182).

1.9.4. Poverty alleviation

Poverty alleviation is one of the means of eradicating poverty and establishing ideal sustainable livelihoods (Mubangizi 2009). Food and Agricultural Organisation (2006) explains the concept of poverty alleviation as the integration of poverty reduction and prevention aimed at ensuring that the living standards of individuals affected by poverty are advanced.

1.9.5. Rural youth

This refers to young males and females aged 16-35 years (NA, DYD 2002). Rural areas in the Namibian context refer to all areas outside towns and cities where commercial and communal farming are practised, (Ministry of Regional and Local Government and Housing 2011). Though the definition of youth in the Namibian context refers to young males and females aged 16-35 years (NA, DYD 2002:2), rural youth in this study was used to refer to those in the ages 18-35 living outside the proclaimed municipalities and townships. This is because this category is participating in agricultural and non-agricultural activities.

1.10. CHAPTER LAYOUT

The thesis is divided into six chapters. Chapter 1 comprises the background, statement of the problem, objectives of the study, research questions, significance of the study, the scope of the study, and limitations. The second chapter presents the literature review and the theoretical framework. Chapter 3 presents the Namibian context, an overview of Namibia, population, the concept youth and poverty in the Namibian context, challenges encountered by rural youth in Namibia, rural youth livelihood in the Namibian context; agriculture, forestry, fisheries, wildlife conservation and youth entrepreneurship, efforts to combat rural youth poverty and specific policies that address rural youth poverty alleviation. The chapter also presents the historical background of the study area, population characteristics, language groups, livelihoods, poverty situation, and profile of the study area. Chapter 4 focuses on the methodology; the research design, population, sample, data collection procedure, data collection instruments, pilot study, data analysis, and research ethics. Chapter 5 is where the research findings are discussed and Chapter 6 presents the research conclusion and recommendations.

1.11. CONCLUNSION

The study investigated rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. Chapter 1 above, presented the background of the study, in which rural youth poverty alleviation is provided. The chapter further presents the statement of the problem, objectives of the study, research questions, and the importance of the study. It also highlights the scope, limitation, clarifications of key terms used in the study, and the chapter layout of the thesis.

The next chapter (chapter two), provides the literature review and theoretical framework of the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter reviews the theoretical framework and relevant literature of this study. It begins by first discussing the theoretical framework, the conceptual definitions of concepts such as youth, agriculture, and non-agricultural activities (forestry, fisheries, wildlife, and entrepreneurship) where rural youth participate. The concept of poverty, poverty alleviation, youth participation, characteristics of rural youth, and rural youth livelihood.

The significance of a theoretical framework in analysing rural youth participating in agricultural and non-agricultural livelihood activities, their implications concerning rural youth poverty alleviation, and the views of the policy-makers, cannot be underestimated in our endeavour to fully understand rural youth poverty alleviation in the Zambezi Region.

A theoretical framework is a basis for knowledge construction that aids research studies. It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the literature review and most importantly, the methods and analysis. Without a theoretical framework, the structure and vision for a study are unclear (Grant & Osanloo 2014:12). This implies that the theory supports any research or investigation because it provides researchers with a path to practice.

The Sustainable Livelihoods Framework reinforced this study to unravel rural youth agricultural and non-agricultural livelihood activities and projects (livelihood strategies) and to evaluate their implications on poverty alleviation (livelihood outcomes) in the Zambezi Region, Namibia.

2.2 THE SUSTAINABLE LIVELIHOODS FRAMEWORK

During the 1980s, Robert Chambers presented the SLF and was further explored by other development partners such as Conway in the 90s (Department for International Development 2000:2). It is a framework serving as a development instrument in development work, by focussing on understanding, analysing, and characterising the lives of the individuals particularly the deprived. The Institute of Development Studies during 1996, introduced the framework (Carney 1998) and published it in 1998 (Scoones 1998). Despite this published framework in 1998, the idea was initiated in 1996 by the Institute of Development Studies and was discussed at a Natural Resource Advisers Conference (Carney 1998:11).

The DFID, the United Kingdom Governmental Department working on the elimination of poverty and facilitation of sustainable practices globally, formally began SLA facilitation in 1998; it was managed by Michael Scott and used by the DFID headquarters and outside agencies including non-governmental and donor agencies. During the 1999 Sustainable Livelihoods Support Office was established in the DFID, promoting, using the SLA through aid support workshops and conferences, with a publication of documents in 1999, 2000, and 2001 on a sustainable livelihood\ guidance sheet (Solesbury 2003:1).

There were several reports and ideas during the preceding years, influencing SLA development, such as the Brundtland Commission Report of 1987 and the Human Development Report of 1990 (United Nations Development Programme 1990). Both reports focus on individuals in poverty, their needs, leadership opportunities, and sustainable practices.

SLA remains critical in areas of improving the lives of individuals in rural settings and in achieving environmental development (Scoones 1998). The approach further advocates that to improve the lives of people, mainstreaming of those that were excluded from development discourses is essential in development. “Poverty is not just a question of low income, but also lack of knowledge;

social services; and vulnerability” (Scoones 1998). Krantz (2001) further characterises the SLA as a comprehensive approach to poverty eradication.

Besides Chambers and Conway’s definition of livelihood, Scoones (1998) refers to “a livelihood as that which comprises of the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks, maintain and enhance its capabilities and assets, whilst not undermining the natural resource base”. This applies in all situations, whereas, Ellis (2000) extended the definition to include gender relation in obtaining assets and activities for livelihood.

The widespread knowledge regarding the SLA emerged in the 1990s, with an emphasis on understanding people’s vulnerabilities, assets, and resources for their livelihood. The approach also intends to understand local and governmental policies that affect livelihoods and opportunities and pressures and restrictions resulting from such policies.

DFID (2000:3) outlines a couple of essential principles for achieving the objectives of the SLF, indicating; recognising that deficient individuals are important in development processes and needs to be placed at the centre of development, participation in decision-making processes and collaboration between development partners and communities. This is because individuals can identify what the challenges are and what they want to achieve compared to the outsiders; it is important to attend to their priorities than anticipating their concerns and solutions.

The SLF also stresses on bridging the divergence between macro and micro levels since these are autonomous. This linkage is critical for achieving sustainable development. The last principle is that development has to be sustainable, meaning that development has to provide for the future. For instance, financial sustainability implies that rural youth projects can continue after external funding, institutional sustainability implies that rural youth projects are integrated with existing institutions, environmental sustainability implies using natural resources without compromising the future use of the same resources, such as exploitation of resources, limited waste or pollution

from youth projects and most important integrating rural youth projects into existing cultural norms and inclusive of all cultural or social groups.

The DFID (2000:3) indicates that it is important “to summarise and share emerging thinking on the SLA. It does not offer definitive answers and guidelines, but rather to stimulate readers to reflect on the approach and render their contributions to further development”. In 2000, the DFID presented a different SLF than that of Scoones (1998) though they all reflect the same concepts, such as describing the complexity of livelihoods and relationships amongst them.

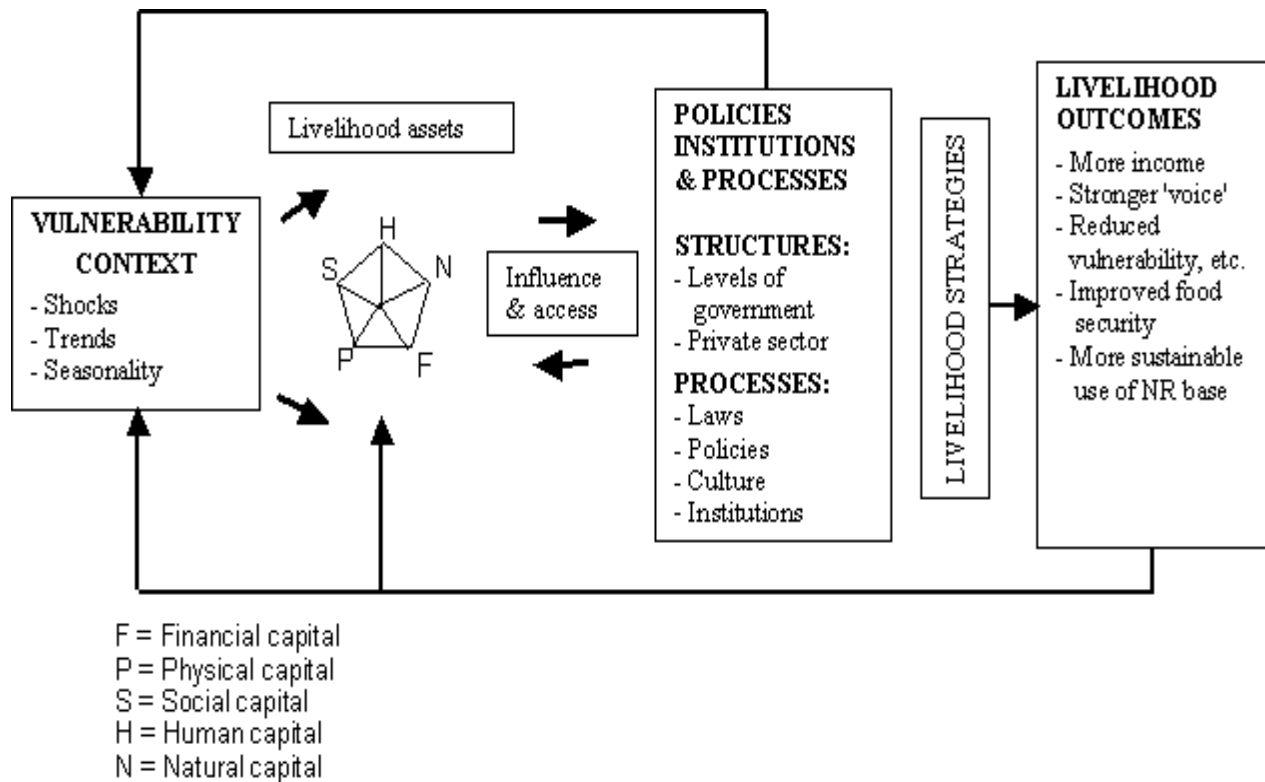
The study utilised the DFID (2000) SLF, diagrammatically depicted in Figure 2.1, to unravel rural youth agricultural and non-agricultural livelihood activities (livelihood strategies) and evaluated their implications on rural youth poverty alleviation (livelihood outcome) in the Zambezi Region, Namibia. The DFID’s SLF views livelihood as an outcome of choices individuals render based on their livelihood strategies provided the policies, institutions, and practices shaping them (DFID 2000). In the DFID’s SLF, effective poverty alleviation interventions establish to connect people’s livelihood activities at the micro-level with policy-making at the meso and macro levels. In this case, sustainable livelihood activities and projects should not be an “island” of a resource in an environment of extreme resource inequality (Toner 2003:780). Sustainable livelihood interventions should not be separated from policies, programmes, and practices. Through the SLF, questions about policies and access are addressed through effective participation in existing institutions and other processes.

DFID adopts a version of Chambers & Conway’s definition of livelihoods:

“A livelihood comprises the capabilities, assets, and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets, both now and in the future, while not undermining the natural resource base” (DFID 2000).

The study identified various livelihood strategies specific to rural youth in the Zambezi Region, whilst evaluating implications on poverty alleviation. These are discussed and analysed in Chapter 5.

Figure 2. 1: Department for International Development, Sustainable Livelihoods Framework



Data source: DFID (2000)

According to DFID (2000:3), vulnerability context encompasses shocks (such as weather, conflict), trends (such as resources, technology) and seasonality (such as production cycles such as in agriculture, forestry and fisheries, price fluctuations, employment opportunities in agricultural and non-agricultural activities) impacting the livelihood of the individuals in their environment. The vulnerability occurs when individuals specifically rural youth concerning this

study, are threatened, or shocked that they are unable to react effectively and thereby affect their livelihood.

Krantz (2001) acknowledges that assets remain the most complex component of the livelihood because it encompasses material and non-material assets necessary for one's livelihood. Instead of viewing poverty as a lack of income, the SLF considers assets that individuals specifically the deprived such as rural youth need to sustain their livelihood. Based on these assets, and shaped by the vulnerability and the transforming structures and processes, rural youth can undertake a range of livelihood strategies, activities, and choices that ultimately determine their livelihood outcomes. This implies that rural youth have assets where they depend on for survival and those not with assets should be enabled to obtain assets to achieve sustainable livelihoods. The assets, according to the SLF are:

- Social capital, which refers to interacting, establishing groups or trust that builds individuals together to work for a common cause such as rural youth organisations, village development committees, traditional structures, the conservancy (wildlife) committees, fisheries, forestry committees, farmers' associations, farmers' cooperatives where rural youth can be included.
- Natural capital is the environment which supports livelihood. Concerning rural youth, this refers to access to land, forestry, fisheries, and wildlife resources.
- The commercial sector is also needed to support people's lives (DFID 2000:21; Scoones 1998), such as accessing rural youth to financial services such as rural youth schemes, agricultural and non-agricultural loans, funds necessary for promoting rural youth entrepreneurship or rural youth livelihood activities.
- Human capital acknowledges rural youth knowledge, skills that rural youth possesses, and good health as critical in improving rural youth livelihood. The emphasis as per the SLF is the integration and recognition of these into development initiatives intended to develop the lives of people, such as rural youth.

- Physical capital is also needed to support rural youth livelihoods such as infrastructural development, such as market facilities, libraries, rural youth centres, equipment, access to Information Communication Technologies such as computers, internet facilities, and other support tools needed for rural youth poverty alleviation.

The more assets rural youth have access to, the less vulnerable they are to trends, shock, and seasonality and the more secure their livelihood. Often increasing one type of capital will lead to an increase in other amounts of capital. For instance, as rural young individuals get trained in business management (human capital), they may get better opportunities for accessing financial assistance (financial capital), which in turn means that they can apply for financial assistance, which will enable them to establish businesses (physical capital).

Since the recognition of individuals in the livelihood approach remains critical, the SLF attempts to provide the real people's experiences and ownership of assets necessary for their livelihood. It is endeavouring to convert these strengths into positive livelihood outcomes.

Organisations responsible for formulating and facilitating policies impacting the livelihood of the individuals are also essential in the SLF. These organisations and their structures establish access that individuals have to various assets (DFID 2000), to livelihood strategies and to decision-making bodies such as Government ministries, traditional authorities, banks that provide loans or assist rural youth in agricultural and non-agricultural livelihood activities or projects necessary for poverty alleviation.

According to DFID (2000), livelihood strategies encompass a variety and grouping of activities and selections, individuals choose to and employ to improve their lives. These comprise various livelihood strategies that individuals opt to partake in necessary for uplifting their living standards. Concerning this study, rural youth agricultural and non-agricultural activities and projects, forestry, fisheries, wildlife, and entrepreneurship (businesses) are the main rural youth livelihood

strategies in the Zambezi Region. The last element of the SLF is the livelihood outcomes, the attainments of the livelihood strategies. Most important in these outcomes is that they should be sensed by the individuals. This is because it is influenced by culture, local norms, and values (DFID 2000). Concerning this study, this refers to the objectives rural youth inspire, the results of the pursuing the livelihood strategies, which comprised agricultural and non-agricultural activities and projects, forestry, fisheries, wildlife and entrepreneurship in alleviating poverty such as employment creation, income generation, participation in policy dialogues in livelihood activities, representation in decision-making processes and structures, access to finance, access to ICTs, land, market, education that responds to rural youth livelihood, necessary for achieving their life goals and consequently poverty alleviation.

Krantz (2001) contends that not all concerns of individuals affected by poverty are addressed by the approach, but to analyse the situation and direct development interventions where required. The approach encourages development experts to think freely. It frees development practitioners from conventional approaches restricted from identifying challenges and finding solutions. It invites them to look at the context and relationships to ensure development activities can become more process-oriented. It compels them to look for multiple entry points and to move beyond a homogenous community view and narrow sectoral perspective. SLA stresses the importance of understanding institutions by mapping institutional framework and linking the micro to the macro and the formal to the informal. It calls for a fresh style of policy appraisal that moves from the universal prescriptions to context-specific approaches that allow alternative, local perspectives to be revealed in the policy framework (Serrat 2010).

2.3 THE YOUTH CONCEPT

It was during the 60s when youth-related matters were stressed and acknowledged after facilitating the declaration on promoting youth development and its function in achieving local, national, and global development (United Nations 1995:172). Since then, youth and other matters related to

them, such as challenges, received much attention. The term youth became common in the development agendas of the countries of the world. The question is, who is the youth?

Various definitions of the concept youth exist, nationally and globally. Kimando, Njogu & Kihoro (2012:62) argue that the youth definitions are based “on the social, cultural, political and economic environment”. This implies that the concept of youth, does not have a single definition; its meaning relies on the social, political, or economic setting in a provided country. Within these environments, young individuals constantly cross the frontier between childhood and adulthood, actively creating and recreating their functions concerning changing conditions (Boeck & Honwana, cited in Njogu 2013:39).

Whilst these observations, construct youth as a fluid concept, other definitions look at youth as a static category in the society, with distinctive responsibilities based on their age. Youth hood is observed as a specific age between childhood and adulthood when individuals have to negotiate a complex interplay of both personal and socio-economic changes to maneuver the transition from dependence to independence, taking effective control of their own lives and assume social commitments (United Nations Educational, Scientific and Cultural Organisation 2004; Kehily 2007:3).

Age distinction is mostly considered as the prevailing approach in defining youth. The UN refers to youth as those shifting towards self-directed and self-reliant lives; moving from being directed by others or that of depending on others. The UN further includes an age limit in defining the concept of youth, where it categorises the youth between 15-24 years. The World Health Organisation presents three distinct groups of youth; indicating, those between the ages of 10-19, 15-24, and 10-24 years. The African Youth Charter also defines any person between the ages of 15-30 years (African Union 2006).

The concept of youth in Sub-Saharan Africa is malleable and determinants of youth are socially constructed. Marriage is a determining factor of what constitutes adulthood and barring that, most

youths are defined based on age (Chinguta 2002). Ubi (2007:3) also presents that in the African context, “countries draw a line on youth at the age at which a person is provided equal treatment under the law, often referred to as the age of majority”. This age is 18 in several countries. Once a person passes this age; they are observed as an adult. Each country has its definition of referring to youth. For instance, South Africa defines youth as between ages of 14-35 years of age (National Youth Policy 2015-2020), Botswana, are those aged 15-35 (Revised National Youth Policy 2010:5) and Zambia 15-35 (National Youth Policy 2015:2).

Considering these definitions and descriptions of the concept of youth, it is imperative to acknowledge that the youth possesses developmental functions in any provided country, remaining central in development discourses. Taking a youth perspective on several crucial challenges to development functions provides new insights to complement and inform existing national policies, addressing the nature and multifaceted challenges of poverty encountered by rural youth.

In most developing countries, the youth constitute over half of the total population and the majority reside in rural settings, where they participate in livelihood agricultural and non-agricultural activities (Food and Agricultural Organisation 2016). The concept of sustainable livelihoods implies that young individuals in rural areas participate in livelihood strategies (agriculture, forestry, fisheries, wildlife, and entrepreneurship) to create employment, generate income, well-being and reduce vulnerability. The SLF observes rural youth positively by placing their livelihood strategies at the centre of rural youth poverty alleviation efforts as opposed to the conventional view of rural youth as victims of external aid. Proper recognition of the livelihood and challenges encountered by rural youth, ensure the possibility to create opportunities that stimulate their agricultural and non-agricultural activities. This should be conducted to enhance innovation and productivity, whilst ensuring the sustainability of their livelihood strategies in rural areas. This is often the basis of the SLF as adopted by this study.

Its first stage is “to understand the livelihood of the poor, indicating, conducting a livelihood analysis as the basis for planning, prioritising and eventual monitoring” (DFID 2000). This implies analysing rural youth livelihood strategies and then use such results as the basis for planning and prioritising development interventions. A strength of the SLF is examining the socio-economic impacts of development projects and other activities compared to the narrow-focused income criteria traditionally employed in poverty alleviation efforts (Krantz 2001). The study analysed agricultural and non-agricultural livelihood activities where rural youth participate and assess their implications on poverty alleviation. A major strength of the SLF is in its ability to indicate the function of institutional arrangements in facilitating or hindering underprivileged people’s livelihood strategies and outcomes (Toner 2003). In this, the study also identified factors that affect rural youth livelihoods and recommendations to inform existing policies in institutions for tackling the nature and complexity challenges of rural youth poverty alleviation.

2.4 THE AGRICULTURE CONCEPT

Agriculture is a vital sector for several nations. It remains crucial for addressing food security, the disproportionately elevated levels of youth unemployment, underemployment, and poverty (Organisation for Economic Co-operation and Development 2011; Losch 2014). The sector is not only vital to global rural economies, particularly in developing countries, but also possesses significant untapped development and employment creation potential. Alliance for a Green Revolution in Africa (2015:26) indicates that 65% of the African population was employed in the agricultural sector. FAO (cited in, Fechter 2012) estimates that, globally, 1.3 billion individuals work in agriculture, whereas, the majority of 97% reside in developing countries. Mulvany (2003:1) presents that agriculture contributes 40% and 60% of the Gross Domestic Product of several African countries. Christiaensen, Demery & Kuhl (2007), a 1% increase in agricultural per-capita GDP reduced the poverty divergence of over 1% GDP per capita in other sectors, amongst the poorest individuals.

Agriculture activities, constitute the basic fabric of rural life (European Commission 2000). For instance, in Botswana, 76% of the population survives on agriculture, mainly subsistence farming, Malawi 90%, 85% in Kenya depend on agriculture (AGRA 2014). Since the portion of the population, especially in developing nations, such as Africa resides in rural areas; most youths are also involved in agricultural activities in rural areas (Okali & Sumberg 2012; Proctor & Lucchesi 2012). This is more subsistence agriculture where they mainly produce for families, such as crop and livestock production. They engage in these activities, earning an income, to improve their livelihood by meeting their basic needs. These needs include food, income, and housing. Rural young males and females also participate in agricultural projects to improve their livelihood by maximising their income-generating activities, whilst minimising vulnerability and risk, but what is the meaning of the concept of agriculture?

Agriculture comprises three pillars, indicating, an art, science, and business. As an art, agriculture embraces knowledge of how to perform the operations of the farm in a skillful manner. The skill is categorised as physical and mental. Physical skill implies the ability and capacity to operate efficiently, whereas mental skill refers to the ability for making decisions based on experience performing and improving agricultural activities.

Agriculture is also a science since it requires using modern technologies developed on scientific principles, such as crop production, to maximise yield and profit. It is also a business, if agriculture is the source of rural livelihood, production is bound to consumption. As a business, its objective is to maximising profit through the production of crops, enabling livelihood improvement and poverty alleviation.

Agriculture is a strong option for stimulating growth, poverty, and enhancing food security. In accelerating growth, it suggests a need to effectively support the rural individuals specifically those in subsistence agriculture (World Bank 2007:1). It is a powerful means to alleviate poverty, by raising an individual's income, especially the rural individuals, and for achieving food security

(World Bank 2016). Agriculture is the most immediate means of catalysing economic growth for young individuals. Agriculture is a pro-poor, income-generating, and employment, creating sector for most African economies. Increasing rural youth participation in agricultural activities, whilst nurturing and developing more rural youth agricultural entrepreneurs, it represents an important means of improving food security, youth livelihood, and employment (Ali & Masianini 2010).

Youth unemployment remains a major challenge for several developing countries, particularly in the African continent, this is because the focus is on searching for job opportunities rather than engaging in activities of creating employment, such as the agricultural sector.

The implications of agriculture on poverty alleviation rely on the interactions of numerous outcomes. First, to ensure the positive impact of agriculture on poverty, it is vital to raise the incomes of individuals engaged in this sector. For instance, it is crucial for rural youth in agricultural activities and projects to generate enough income to promote and encourage youth in the sector. This can be achieved through supporting rural youth agricultural activities, such as financial, materials, training, or aid to enable these activities to generate income for rural youth. This will encourage the youth to partake in agricultural activities because of the economic benefits and support derived from the agricultural sector (Grewal, Grunfeld & Sheehan 2012).

The second aspect is how the rural population benefits from agricultural activities and projects depend on how they participate in agriculture. The more rural population participating in agricultural activities, the more they gain benefits from it. The third aspect, growth in agricultural incomes will convey development in both rural and urban such as transport, construction, and personal services. Grewal et al (2012:10) emphasise that several scholars indicated that agricultural development remains central to poverty alleviation in developing countries. In this, it enables the underprivileged to generate income and that the sector employs the unskilled individuals. Ravallion & Datt (1996) provide an example of India, where agriculture had a positive influence

on rural poverty in the country. Grewal et al (2012:29) present that agriculture contributes to poverty reduction through its effects on agricultural performances on rural income.

Warr (2002) urges that despite the agricultural contribution to income and employment creation of the unskilled population as poverty alleviation strategies, the sector also contributes to the stimulations of growth in the various sectors. Park (2009) provides that countries intend to develop through manufacturing and export, those countries should invest in rural agricultural development. Also, Park (2009) acknowledges countries, such as China, Korea, and Taiwan that have succeeded through developing agricultural productivity, supported by small-scale agricultural entrepreneurs' growth.

Conversely, rural youth view agriculture as an employment sector as their last option thus may consider becoming a farmer as condemning oneself to subsistence and poverty. Migration is observed to be the preferred strategy for rural youth to cope with a difficult rural employment challenge. The realisation of their dream of a good life lies most time away from the countryside. Consequently, rural youth rarely mentions farming as a good job and even a good job when one considers the low returns provided by agriculture and the harsh conditions of work with hand equipment (Muir-Leresche cited in, FAO 2013:8; Losch 2014).

Central to the definition and description of livelihood as provided by (Chambers & Conway 1991; DFID 2000), livelihood strategies comprise the range of activities and choices that individuals render or undertake to achieve their livelihood goals. This should be understood as a dynamic process where individuals combine activities to meet their various needs at distinct times (DFID 2000). Agriculture is one such range of activities and choices that rural youth undertake to achieve their livelihood goals. The first element of the SLF as provided by the DFID (2000), is that of vulnerability, framing the external environment where individuals reside. Critical trends and shocks and seasonality, include people's livelihood and the wider availability of assets.

Vulnerability emerges when humans must encounter a harmful threat or shock with inadequate capacity to respond effectively. Agricultural activities are by nature prone to risks and uncertainties of various nature. In several developing countries, agricultural farmers, including rural youth encounter numerous risks to their agricultural production, including flood, pest and disease outbreaks, extreme weather events, and market shocks, which affect their livelihood. Because these farmers typically depend directly on agriculture for their livelihood and have limited resources and capacity to cope with shocks, any reductions in agricultural productivity can have significant impacts on their livelihood (Derbile, File & Dongzagla 2016; Lunt, Jones, Mulhern, Lezaks & Jahn 2016).

Referring to agriculture, concerning livelihood assets defined by the DFID (2000), assets such as livestock, agricultural equipment's that rural youth possess, claims rural youth can construct in the agricultural sector, financial assistance they obtain in the field of agriculture, access to agricultural materials, information and education and employment opportunities in the agricultural sector. This includes the characteristics of the five livelihood assets, defined by the SLF of the (DFID 2000).

Conversely, the SLF also stresses on organisations or institutions responsible for formulating and facilitating policies impacting the livelihood of the individuals (DFID 2000). These organisations and their structures establish access that individuals have in various assets, livelihood strategies, and decision-making bodies. Referring to rural youth, this implies to institutions responsible for addressing rural youth livelihood, the impact of policies specifically agricultural policies aimed at addressing rural youth poverty, access to agricultural assets as provided by institutions, such as agricultural equipment's and infrastructures, agricultural education and training, access to information, finance, agricultural land; and their involvement in agricultural decision-making bodies such as agricultural farmers associations and cooperatives.

The last element of the DFID's (2000) SLF is the livelihood outcomes and achievements or output of livelihood strategies. Concerning rural youth in agriculture, these include income generated

from agricultural activities, reduced vulnerability, improved food security, participation in policy dialogues on agricultural livelihood activities, representation in decision-making processes and structures, access to finance, employment creation, access to ICTs, land, market, education that responds to rural youth livelihood and necessary for achieving basic needs and poverty alleviation.

Not only does rural youth derive their livelihood from agriculture, but there are also other non-agricultural activities. Recently, increasing the rural economy is not confined to the agricultural sector, but embraces all people, economic activities, infrastructure, and natural resources in rural areas (Csaki & Larman 2000). The SLF acknowledges the diversity of livelihood strategies employed by the underprivileged to meet their livelihood goals (DFID 2000; Chambers 1995; Rakodi 1997; Wratten 1995). Livelihood diversification refers to an active choice to invest in diversification for accumulation and reinvestment aimed at coping with temporary adversity or permanent adaptation of livelihood activities when other options are failing to provide a livelihood.

Diversification may involve developing a wide income-earning portfolio to cover all shocks or stress jointly. The strategy may involve focussing on developing responses to manage a particular type of mutual shock or stress through well-developed coping mechanisms. Equally, rural livelihood is not limited to, income derived from agriculture, but may derive from diverse sources (Ellis 1998:6).

2.5.NON-AGRICULTURAL ACTIVITIES

There was increasing recognition that rural livelihood is not only restricted to agricultural livelihood activities but also embraces the non-agricultural livelihood activities (Csaki & Lerman 2000). For instance, rural livelihood is not only restricted to income resulting from agriculture but may derive from various bases (Ellis 1998:6). The non-agricultural livelihood activities comprise other sources of income or employment detached from the agricultural sector (Davis 2006:182). This contributes to the livelihood improvement of those in rural areas but excludes farming activities. For most rural youth, participation in the non-agricultural activities is part-time or

seasonal and it manages risk and diversifies income sources. Most rural youths have one foot in agriculture and the other in the non-agricultural activities. 20% and 40% of total rural incomes in various countries are generated from non-agricultural activities. For instance, in most Asian and Latin American countries, non-agricultural income sources render up a higher proportion of total rural income than agriculture. Non-agricultural activities have crucial functions in risk mitigation and risk management strategies of rural youth. Rural youth with the least diversified livelihood are more likely to be affected by poverty (International Fund for Agricultural Development 2011:184).

Central to the SLF as adopted by this study, the non-agricultural livelihood activities remain one of the diversity of activities and choices that rural youth participate in to achieve their livelihood goals. They also depend on asset status and policies, institutions, and processes. This implies that the achievement of non-agricultural livelihood activities depends on access to assets, policies, institutions, and processes that exist in those activities. As a case in point, what existing policies and institutions address rural youth participation in forestry, fisheries, wildlife, and entrepreneurship (business)?

What assets do young males and females in rural areas have access to in pursuing these livelihood activities? What knowledge and skills (human capital) do rural young individuals have in pursuing these activities, what infrastructural development, equipment's, using ICTs, exist for rural young individuals in these activities, are rural youth participating in any social groups in these activities such as, conservancy committees in wildlife conservation, community forestry committees, business groups, and associations and in groups that influence these activities in their societies (DFID 2000). What vulnerability context exists in these activities? How do these non-agricultural activities mentioned contribute to poverty alleviation amongst rural youth, such as creating employment, enabling rural youth to generate income?

Concerning this study, these non-agricultural activities comprised forestry, fisheries, wildlife, and entrepreneurship (businesses) where rural youth participate, which form part of the dynamic

process where young individuals combine these activities and agriculture such as crop production, livestock to achieve their livelihood needs (DFID 2000). These are discussed:

2.5.1. Forestry activities

Forestry is the main source of life for most global rural population (World Bank 2000). Its usage in improving their lives differs (Shepherd, Arnold & Bass 1999). In a study that investigated the impact of forests on sustainable livelihoods, the term forests, was used to refer “to include all resources that can produce forest products. These can comprise woodland, scrubland, bush fallow and farm bush and trees on farm, and forests” (Arnold 1998). This implies that not only do forests encompass forest resources, but also using these resources to produce forest products. The contributions of forestry to rural livelihood were appreciated as significant for an extended period (Salafsky & Wollenbrg 2000; Belcher 2003; Levang, Dounias & Sitorus 2005; Sunderlin, Angelensen, Belcher, Burgers, Santoso & Wunder 2005). In developing countries, forest goods and services are critically important for the rural livelihood. Its implications include providing food, medicine, shelter, fuel, cash income, reducing their vulnerability to economic and environmental shocks, reducing poverty (Kaimowitz 2003; Kazoora & Mueller 2013).

According to the World Bank (2004), most of those depending on forests for their livelihood, are affected by poverty (Estruch, Rapone & Rivas 2013). More than 600 million individuals in the African continent generates income from forestry-related enterprises ranging from fuelwood and charcoal sales, small-scale saw-milling, and handcraft (Byron & Arnold 1999). Forestry also contributes to employment creation, such as commercial timber industries (Oksanen & Mersmann 2002). It is an economic sector, possibly enabling countries to earn foreign exchange of forestry goods and services sales. For instance, some African countries generated over US\$ 2 billion from the export of forestry goods (FAO 2003).

Also, the forest is the basis for rotational agriculture and protection. At the farm, trees provide shade, windbreaks, and contour vegetation, usually used in gardening projects. Other inputs

include fiber baskets for storing agricultural produce (Townson 1998; FAO 2012; Angelsen & Wunder 2003). Forests and trees contribute to food availability by providing “a wide variety of plant and animal products established in markets in both rural and urban areas” (FAO 2000). For instance, in the LAO People’s Democratic Republic, where 80% of the population consumes wild food daily (FAO 2011).

Rural youth in developing countries participates in forestry livelihood activities, such as firewood for household, income generation, food, medicine, and as a source of employment. They derive income generated from forest goods and services to meet their livelihood goals, which is the basis of the SLF. Cambodia Development Review (2014:1) indicates that forests render vital contributions to socio-economic development by creating employment and generating income for the community. Rural youth participates in forest activities, such as collecting firewood or non-timber products for food or income. For instance, rural youth who collects wood and sell to community members, some cut poles and sells to those who intend to build houses or for fencing. Forestry also acts as safety nets in periods of crisis or during seasonal food shortages for individuals, including youth in rural areas (FAO 2012; Angelsen & Wunder 2003).

In most global parts, specifically in developing countries, community forestry was introduced and recognised as a poverty alleviation strategy, especially for individuals in rural areas. Its promotion can be traced in the 1970s by FAO and the World Bank. Previously, rural individuals were hired to work in the forestry sector without rights to benefit from forestry resources. Introducing community forests were geared to bridge this divergence by ensuring that rural individuals benefit from forestry resources intending to alleviate poverty through income generation, employment creation, and livelihood improvement. Community forestry is a concept used to refer to local people’s rights to manage, decide, and use forestry resources for the benefit of the community (McDermott & Schreckenberg 2009:158). Rural youth also participate in various activities of community forestry as poverty alleviation strategies. In Cameroon for instance, rural youth poverty

was recognised in a piece of legislation on community forestry by acknowledging rural youth participation in forestry activities to improve youth livelihood and alleviate poverty.

Concerning the DFID's SLF, forests represent an important natural capital. It remains one of the livelihood strategies for rural youth. DFID (2000), explains livelihood strategies as including activities necessary for achieving livelihood goals and forestry is one of such activities in rural areas. It includes savings, investment, income generated from the sale of timber, wood, baskets produced from forestry products and other services offered, employment created in forestry industries and enterprises, and wild food. Leach & Fairhead (cited in, Byron & Arnold 1999) indicate that income derived from forest activities is periodic, meaning that certain forest resources can only be accessed in certain seasons. Labour demand in forestry may also vary depending on the availability of forest resources and seasons and income derived from these forest activities may address other livelihood needs and acquiring of assets, contributing to livelihood improvement.

Food security is a crucial element of livelihood. Forests are sources of a variety of foods supplementing and complementing obtained from agriculture; wood fuels are used to cook food and boil water and a wide range of traditional medicines and other hygiene products are included. Most rural households in developing countries and a considerable proportion of urban households depend on plant and animal products of forests to meet certain of their nutrition, cooking, and health needs. Forests also contribute to the livelihood, providing materials for construction, baskets, storage structures, agricultural implements, boats and hunting, and fishing gear. They provide inputs for farm systems, such as fodder and mulch, contribute to soil nutrient cycling, assist conserve soil and water and provide shelter and shade for crops and animals (Byron & Arnold 1999).

Central to vulnerability, deficient individuals often live precariously, with no cushion against adversity. Forest and tree stock have an important function as a reserve or safety-net, providing subsistence and income in times of crop failure, shortfall, unemployment, or other emergency or

hardship, or to meet exceptional needs. Forest foods are most extensively used to assist meet dietary shortfalls during particular seasons in the year. Energy-rich forest foods, such as roots, tubers, rhizomes, and nuts are especially important in emergencies, such as floods, famines, and droughts.

The sustainable use of natural resources is critical for sustainable livelihood. More sustainable use of natural resources has a direct impact on improving natural capital. All individuals affect the environment, but those in poverty tend to be the most vulnerable to the effects of environmental degradation (Watson, Dixon, Hamburg, Janetos & Moss 1998), the DFID SLF, calls for sustainability on using resources.

Furthermore, there are also forestry institutions responsible for addressing youth participating in forestry activities, the formulation of forestry policies, the impact of these policies specifically of forestry policies aimed at addressing rural youth poverty in the sector, access to forestry assets e.g. forestry equipment's and infrastructures, forestry education and training, access to information, finance; and their involvement in forestry decision making bodies such as community forests. Forestry initiatives that support access to resources, participatory decision-making, and equity assist in increasing well-being, especially that of the poor (Sunderlin, Angelsen & Wunder 2003).

2.5.2. Community-Based Conservation (wildlife)

Community-Based Conservation by definition operates at a local or community level. It is voluntary, people-centered, and participatory, with community members, rendering management decisions (Murphree 1994:419). Expertise may be availed by developing institutions, but management and responsibility remain with the community members (Kumar, Mishra & Rao 2010), whereas, community-based wildlife implies “the regulated use of wildlife populations and ecosystems by local stakeholders, where local stakeholders may be a village or group of villages; an individual or group of individuals with a shared interest in the resource” (Roe & Jack 2001).

Countries globally adopted a concept called community-based conservation, an approach facilitated to save natural resources such as wildlife. The concept had its roots in the 1960s and 1970s after it was realised by conservationists that to save wildlife, including the realisation that rural communities in the conservation process are critical. Rural communities were enabled to gain rights over wildlife and to benefit from wildlife resources. In the African context, history, local rural communities were restricted over wildlife. This restriction was observed as ignoring the concerns of local communities (Metcalf 1995). Customary elements comprised hunting restrictions, protected species designations, and the introduction of game reserves, which usually excluded individuals from protected areas (Brown 1999; Roe 2001; Owono 2001).

At the Earth Summit in Rio in 1992, it was concluded there can be no conservation without development and that sustainability also implies sustainable livelihoods (Brown 1998). Increasingly, it became more widely accepted that excluding individuals from their traditional livelihood was neither realistic nor ethical. It became increasingly more apparent that excluding traditional users from their wildlife resources was often no longer a viable, realistic, or acceptable management option. Instead, it was decided that ways had to integrate livelihood resource use patterns with the conservation objectives of a locality (Brown 2003). If wildlife conservation is to be achieved, it must be based on the active involvement and participation of local people, the basis of the SLF as advocated by the (DFID 2000) and provide them with significant and sustainable benefits concerning both food and income (Asibey & Child cited in, Blum 2009).

CBC was adopted to address the past restrictions, responding to challenges encountered by rural communities, such as poverty and unemployment. This approach led to establishing community conservancies in various countries, such as Namibia, Kenya, Botswana, Tanzania, and Zimbabwe, amongst others. Rural youth also participate in wildlife conservancies. Certain are employed as game rangers, resource monitors, village representatives, or administrators at conservancy offices and campsites and others as members. They depend on wildlife as a source of food, income, or employment. Other rural youths are benefiting from community projects and other benefits

provided by conservancies such as cash payouts and meat distribution. A customary aspect of rural people's livelihood in several developing countries is the reliance of individuals on bush meat (hunted wild animals) both for their protein intake and as a source of income (Roe, Nelson & Sandbrook 2009; Hakimzumwami 2000; Egbe cited in, Blum 2009; Asibey & Child cited in, Blum 2009; Brown 2003; Hoyt 2004).

All these benefits are targeted at improving the living standards of rural individuals including the youth. Wildlife conservation remains one of the livelihood strategies as outline by the SLF. Several studies conclude that CBC is effective when all traditional resource users are involved in management and planning, thus enhancing their rights to the resource, improving their livelihood, considering their needs, encouraging interactive communication and strengthening local institutional capacity (Sutherland 2000; Hakimzumwami 2000; Roe & Jack 2001), as principles of the SLF.

Despite providing community members rights over wildlife, conservancies also aim to alleviate poverty amongst the rural communities through economic and social benefits derived from conservancies, which is the basis of the SLF. Wildlife conservation forms part of the natural capital as emphasised by the SLF (DFID 2000). It is based on the principle of people-centered devolving rights to the local level and empowering communities to render their own decision and profits. Wildlife increases access to employment at lodges, the income generated through tourism, trophy hunting activities, and food necessary for livelihood improvement (Ashley, Mdoe & Reynolds 2002).

Recently, African countries were also encouraged to create a conducive environment to engage young males and females to be proactive to save, protect and conserve the continent's rich wildlife resource under threat of extinction (Tsiko 2016:1). In the same vein, the DFID (2000) emphasises on the sustainable use of natural resources, ensuring future generation continues to gain benefits

from the same resources, conversely, if it can maintain the long-term productivity of natural resources and if it does not undermine the livelihood options of others (Kollmair & Gamper 2002).

Rural youth participate in conservancy's activities, but studies on the implications of wildlife activities on rural youth poverty alleviation have not been researched since facilitating CBC specifically in Namibia. Policies, institutions, and processes that exist in conservancies have a direct impact on whether rural young individuals can achieve an emotion of inclusion and well-being. Also, the livelihood outcomes of the SLF stresses understanding achievements or output of the livelihood strategies, how wildlife resources contributed to the rural youth poverty alleviation, such as more income, increased well-being, reduced vulnerability, improved food security, and more sustainable use of wildlife resources.

2.5.3. Fisheries activities

Globally, the status of fisheries was affected, attributable to overexploitation of fish stocks. Governments and other institutions responsible for fisheries will have to enact laws and facilitate programmes and projects that will ensure the sustainability of the fishing sector. Simultaneously, food security and poverty alleviation remain top of the agendas of these institutions. Through initiatives, such as the Sustainable Development Goals as a normative framework at the global level, the design, and facilitation of national poverty reduction strategies at national levels, these agencies and governments attempt to reduce poverty and improve the livelihood and food security status of individuals affected by poverty (Allison & Ellis 2001; Béné 2006).

The sector remains a major livelihood activity in developing countries (Coates 2002). It contributes to food security as it provides important nutritional benefits to consumers. Fisheries are also a source of income generation. The money received from fish-selling provides access to alternative merchandise and services, such as health, education, clothing, and purchasing other assets for livelihood. It is also observed to create a basis for employment creation. Over 40 million individuals globally are estimated to be employed full time in fishing and a further 80 million in

other related sectors as processing and trading (Sumaila, Bellmann & Tipping 2014). It provides cultural benefits. Fishing is considered a social activity, strengthening community cohesion. Fisheries also contribute to community development through income generated from fishing, which can be directed towards community development projects or infrastructural development and services. It is observed as a way of reducing vulnerability as it forms part of a diverse livelihood strategy to reduce vulnerability to poverty and food insecurity (FAO 2004).

The kinds of fishery activities where rural youth in most developing countries participates are referred to as small-scale fisheries. The concept is used to describe fishers either self-employed single operators, informal micro-enterprises, or formal sector businesses (Coates 2002; Tieze 2016), fishers lacking fishing technology, whilst using manual fishing devices, usually obtain/not obtain fishing permits from authorities (Staples, Satia & Gardiner 2004). Rural youth are often reflected in these characteristics. They engage in small-scale fisheries to improve their livelihood and that of income generation, as a source of employment and to maintain food security. It is through small-scale fisheries where rural youth are engaged to keep from poverty. In Central America, for instance, fisheries activities have allowed some youth to pay for their studies. The income generated from this activity has enabled the development, well-being, and welfare of the youth, their families, and their communities. Some rural youth members are grouped to form aquaculture/fish farm projects to generate income and creating employment.

Concerning the SLF, fisheries are one of the livelihood strategies for the more rural population in developing countries. One of its elements is the vulnerability context, which implies emerges when humans must encounter a harmful threat or shock with inadequate capacity to respond effectively (DFID 2000). In this case, fisheries are a high-risk occupation and one prone to seasonal and cyclical fluctuations in stock size and location, certain of unpredictable in occurrence. This situation can put rural youth who depend on them for their livelihood at risk. Fisheries also form part of the five capitals defined by the SLF. Fish stocks are natural resources (natural capital) and individuals, including the youth, depend on them for their livelihood. They are also part of financial

capital since access to finance is required to support fisheries development, such as projects and for acquiring assets.

Fisheries have also formed part of the social capital; social networks exist in communities, for instance, fishing groups, fisheries committees, traditional authorities that make decisions on managing fishery activities at the village level. It also forms part of human capital, since fisheries also require knowledge, skills using ICTs in undertaking fisheries activities. It also requires physical capital such as infrastructural development that rural youth needs to have access to in improving their fisheries livelihood activities, such as access to fisheries offices for information regarding fisheries, community building structures, such as storage facilities, fisheries equipment; fishing nets, boats, essential in achieving their fisheries livelihood goals.

The SLF also emphasises on institutions, policies, and processes, this implies about how they affect and influence the livelihood of those participating in the fishery. The existence of the institutions, policies, and processes aimed at improving the fisheries livelihood activities. As a case in point; do rural youth have access to these institutions and are there existing policies that support rural youth fisheries activities and what processes are involved? Establishing Community-Based Natural Resource Management covers a community-based approach to fisheries management and places decision-making at a level that ensures that local knowledge of the resource is utilised. It also ensures participation by fishing communities in decision-making processes (Allison & Ellis 2001:381).

Central to the SLF, participation is fundamental for securing development and is accomplished from the under privilege's observation. This implies that when rural youth are comprised of decision-making regarding fisheries, their priorities in fisheries and understanding of fisheries livelihood activities are clarified. When rural youth are comprised of the entire process of data collection about fisheries, analysing it, rendering choices on where to take action, and facilitating

the fisheries plans, they gain valuable information on how to handle it. This is an important skill in a society when trying to render sustainable development (Krantz 2001).

2.5.4. Entrepreneurship activities

The concept of entrepreneurship became popular in development discourses both in Government and Non-Governmental Organisations (Heinert & Roberts 2016:1). It remains a subject of discussion, as are the characteristics associated with entrepreneurs (Bull & Willard cited in, Markley & Low 2012; Goetz, Partridge, Deller & Fleming 2010). Entrepreneurs can develop business ideas to generate income for improving their livelihood. “Entrepreneurs perceive new opportunities and create and grow ventures around such opportunities” (Markley, Macke & Luther 2005).

Stevenson (cited in, Chinguta 2012:1) refers to entrepreneurship as “the process whereby individuals become aware of business ownership as an option or viable alternative, development concerning the business, learn the process of becoming an entrepreneur and undertake the initiation and development of business”. This implies that the practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking in the work environment such as in self-employment or employment initiative, using the appropriate skills for success in that environment and culture (Schnurr & Newing 1997). It can be argued that promoting entrepreneurship leads to the creation of employment opportunities (Muir-Leresche 2013:8).

To render this definition closer to rural youth entrepreneurship as the purpose of this study, the inclusion of the geographical location to the definition is critical (France, Pelka & Sala 2016: 5). Rural entrepreneurship is rural-based entrepreneurs, or business activities undertaken outside urban areas, in less densely populated locations where activities such as farming are practised. The main aim of these business activities is to create self-employment and earn income necessarily for livelihood improvement and poverty alleviation. Also, Mackley & Low (2012) also assert that these activities can also be undertaken to create employment for others.

Recently, rural communities, including rural youth cannot produce enough agricultural products, insufficient fish stocks, limited access to forestry products, and services to support livelihoods. Some rural individuals opted to search for alternatives to support their livelihood and entrepreneurship was observed as one of such sectors. They engage in entrepreneurship activities to improve their livelihood and alleviating poverty (Curtain 2000). Entrepreneurship as defined by self-employment may be perceived to increase or stabilise income and contribute to improved livelihoods (Mackley & Low 2012). The World Bank (2014) reveals that a triggering 78% of global deficient individuals live in rural areas.

The majority will remain so since resources and policies continue to be concentrated in urban areas. It is projected that the world extreme underprivileged will be increasingly concentrated in Africa (Beegle, Chrtiaensen, Daballen & Gaddis 2016). This has numerous negative impacts on the sustainability of the livelihood of those in rural areas such as youth. A need exists to develop poverty alleviation strategies and policies with emphasis on rural youth poverty. Rural entrepreneurship was acknowledged as a vital and effective element of livelihood development and poverty alleviation (Ozgen & Minsky 2007).

Several countries facilitated youth entrepreneurship programmes to train and fund young males and females in both urban and rural areas in starting up businesses as youth employment initiatives such as microfinance programmes, providing loans, savings, payment facilities, and insurance. Non-financial services include training in business management. Microfinance is perceived as the provision of financial and non-financial services to low-income groups without tangible collateral, but whose activities are linked to income-generating ventures (Lidgerwood 1999; Christen & Rosenberg 2000).

The initiatives are met to respond to youth poverty, in such a way that the youth can meet their needs necessary for their livelihood such as Botswana Youth Fund (Ministry of Youth, Sport and Culture 2016), Youth Enterprise Development Fund in Kenya (Gatundu, Mavole & Anampiu

2018), Youth Livelihood Programme in Uganda (Mwesigwa & Mubangizi 2019), FINCA in Democratic Republic of Congo (Hatch 2015). Several rural youths benefited from these entrepreneurship programmes through loans, savings, and training.

Central to DFID (2000) SLF, stresses that a livelihood should be able to recover from “stress and shock and simultaneously maintain and enhance capabilities and assets” into the future. Stress and shock remain critical in the diversification of elements that comprises livelihood. Entrepreneurship was discovered to be a livelihood that would transform the depressed rural youth. Rural youth that experienced stress, attributable to unemployment, drought, and a lack of access to finance requires a diversified approach, to broaden the opportunities and potential of the depressed.

The SLF classifies five kinds of assets or capitals upon which livelihoods are constructed, indicating; human, social, natural, physical, and financial capitals (DFID 2000). Rural youth entrepreneurs must access these types of capital to improve their livelihood. About human capital, this refers to entrepreneurship development and potential success, such as rural youth business skills for starting and operating businesses. It also implies the successes of programmes and policies designed to encourage business start-ups and growth (Mackley & Low 2012). Financial capital is one of the critical ingredients for rural youth entrepreneurship development, particularly for youth in rural areas, whose majority of them lack access to financial capital.

Many public policies and youth programmes were facilitated to increase access to financing, youth schemes, youth funds, agricultural banks and youth in business, these programmes have excluded the effective demand for capital in rural areas. To be a positive ingredient to the rural youth entrepreneurship development, financial capital must come at the right time and in the right form to meet the needs of rural youth entrepreneurs. Identifying these needs is a challenge without conducting surveys and other primary data collection techniques (Mackley & Low 2012). Entrepreneurs also require physical capital such as market places, roads, and ICTs facilities enabling rural youth entrepreneurs to market their products and services. The SLF also emphasises

the influence on decision-making. This implies rural youth participation in decision-making concerning the business or entrepreneurial decision-making bodies, which is the basis of the SLF.

In improving livelihood, rural youth employs a variety of resources such as social networks, capital, knowledge, and markets to produce food and marketable commodities to generate income. Central to rural youth entrepreneurship, rural youth entrepreneurs, represent rural youth, individuals who collect resources, labour, materials, and other forms of assets for livelihood improvement.

2.6. THE POVERTY CONCEPT

There is no universal definition of the concept of poverty (Walker 2015). Consequently, a range of definitions exists, influenced by various disciplinary approaches and ideologies, it can thus be defined in economic, social, or political terms. Studies related to poverty can be traced back to the work by Charles Booth on the challenges of poverty in London in the 1890s. It was advanced by studies in the Northern England city of York in the nineteenth century by Seebohm Rowntree (Niemietz 2011:23). Poverty to these researchers was described in monetary terms using levels of income or consumptions to measure poverty (Grusky & Kabur 2006:11) and defining the underprivileged by a headcount of those who fall a provided income or consumption level or poverty line (Lipton & Ravallion 1993:1).

Thereafter, further refinements of the concept of poverty were subsequently made such as exploring poverty in a more multidimensional way (Subramanian 1995: 35). Other approaches include the basic needs approach (Emmerij 2010), the capabilities approach (Sen 1999), and the human development approach (United Nations Development Programme 1990). United Nations (1995:57), Chambers (2006:34) urges that poverty is a result of various manifestations such as:

- Deprivation of productive resources for livelihoods.
- Limited or no access to basic services such as water, health, and education, shelter, clothing.

- Hunger and malnutrition.
- Increased morbidity and mortality.
- Unsafe environment.
- Homelessness and inadequate housing.
- Social discrimination and exclusion.
- Lack of participation in decision-making and in civil, social, and cultural.

The first characteristic of poverty is the deprivation of resources necessary for people's livelihood. The UN (1995:57) definition of poverty, includes elements essential in people's livelihood. A person can be observed to be in poverty if there is a lack of productive resources necessary for one's life, such as lack of land and other productive resources. This implies that resources such as land, fisheries, and forestry, are critical in rural livelihoods and rural youth are often involved in these activities and depend on them. The lack of access to these resources will cause them to be cycled to be in poverty.

The second characteristic of poverty is access to basic services. It implies that those who cannot afford to satisfy their basic needs are categorised to be affected by poverty. This is because basic services are essential in people's livelihood. For instance, one cannot survive without access to water, requires access to health services and educational facilities. FAO (2007), reports that the majority of rural youth, especially in developing countries experiences educational challenges. They do not complete their schooling; they often drop from school due to long distances, family responsibilities, limited access to tertiary education, and the irrelevance of the educational system in response to their needs. The UN (1995:57), Chambers (2006:34) asserts that deprivation to these basic needs causes one to fall into poverty.

Poverty is also characterised by hunger and malnutrition. These are one of the most devastating challenges globally and are inextricably related to poverty. Africa is one continent affected by malnutrition and hunger. The majority of the people, especially those in rural areas, encounter food

insecurity. They cannot maintain balanced diets due to food shortages. This is because they do not have enough funds to buy or produce enough nutritious food for themselves and their families. This makes them weaker, disabling them to produce or earn enough to buy more food. This implies that the undernourished are trapped in the vicious cycle, not getting adequate and nutritious food regularly and not being able to lead a healthy and active life and earn for their livelihood, not having access to health care and thus, not be able to either produce or procure required nutritious food (Sharma, Dwivedi & Singh 2016:21). This phenomenon portrays poverty traps.

The UN (1995) and Chambers (2006:34) further characterises poverty as the increases in morbidity and mortality. This is because when individuals are underprivileged and cannot access proper and adequate health services, it can lead to increases in death.

Poverty and the environment are closely linked. For example, land degradation and desertification contribute to increased poverty, insecurity, and the deterioration of rural people. Many people in Africa have died from starvation brought by environmental degradation. Many have also encountered imminent disaster because their water sources have run dry, their land became so denuded that they cannot rear livestock and the soil so poor making it difficult for cultivation. Also, soil nutrients have disappeared due to soil erosion, deforestation, and pollution.

Wildlife and plants became scarce, due to increased pressure. Biological resources are declining rapidly because of climate variability, habitat loss, over-harvesting of selected resources, and other illegal activities. All these aspects affect the livelihood of the rural people, including rural youth who depend on them for survival, which forms part of the vulnerability context of the SLF of the (DFID 2000). This is because they rely on these resources as a source of food security, health, income generation, reduced vulnerability, and ecosystem services (World Commission on Environment and Development 1987; Cleaver & Schreiber 1994; Ekbom & Bojo 1999; Bucknall, Kraus & Pillai 2000:5).

Poverty can also be seen in terms of being homeless or inadequate housing. This refers to that people do not have enough income to secure better housing and in turn, making their lives difficult. For instance, in an urban setting, poor people cannot afford houses or places that they call their homes, due to prices, whereas in rural areas the quality of houses for poor people is not up to standard, often traditionally built that does not require quality materials.

Social discrimination and exclusion are also part of the characteristics of poverty which became dominated in development debates. In poverty related terms, social exclusion describes a blockage of certain groups of people or individuals from participating fully in development processes specifically aimed at improving their lives (Cancedda & McDonald 2011; Alcock 2012:183; DFID 2005; World Health Organisation 2010). Social exclusion covers both the causes and effects of poverty, discrimination, and disadvantage. It occurs because of shortcomings and failures in the systems and structures of family, community, and society since these are the groups that usually determine who should participate in their affairs. Not all individuals excluded may be categorised as being in poverty. Some people in society may opt for exclusion. For instance, in rural settings, those who are not vulnerable to poverty and can meet their basic needs may stay away from development initiatives in their societies.

Groups, communities, and individuals cannot realise their potential, participate, and contribute to society are excluded because of deprivation, poverty, or discrimination. Rural youth falls in the category of social discrimination and exclusion because they are often excluded in development debates in their societies such as land issues (Misleh 2014:2), management of natural resources, employment, and finance (FAO, CTA & IFAD 2014). Agriculture, forestry, wildlife, entrepreneurship, and fisheries, decisions concerning these sectors often exclude rural youth. In most communities, established development structures exist, such as traditional authorities, farmers' associations, fisheries committees, conservancy committees and development committees, rural youth are under-represented in most of these structures. Rural youth are excluded and discriminated against because of their age, thus they are not comprised of the important

decisions of their societies. The World Bank (2001) characterises poverty as the deprivation of non-material aspects such as vulnerability, voicelessness, and powerlessness. Chambers (2006:34) also contend that adding various definitions as proposed by individuals experiencing poverty is crucial.

The World Bank (2003) refers the conceptual poverty as “the inability to attain a minimum standard of living below the acceptable social standards or threshold”. Relativists oppose this ideology and refer it as being too generic in a sense that poverty should be defined concerning standards of a particular society and thus not all individuals can be categorised below one universal minimum standard (Greig, Hulme & Turner 2007; Lauer 1998). Based on this notion, the poverty line differs or should be different about how societies are, thus poverty remains a complex concept to define.

Poverty can be termed absolute and relative poverty depending on the extent of deprivation or disadvantages faced. Absolute poverty refers to conditions of living below the required standards. Conversely, one can be classified to be in absolute poverty if his or her income level or consumption falls below a defined required level to such an extent that one cannot meet his or her basic needs. De Beer & Swanepoel (2000) in line with the World Bank (2001), describes absolute poverty to a circumstance where income is below the required living standard thus cannot be maintained. “A person is so underprivileged that his or her next meal may mean the difference between life and death” (De Beer & Swanepoel 2000).

This is also referred to as the poverty line, where those above the lines are termed not to be in poverty, their lives meet the required standards as set. At this stage, people above the poverty line have enough income to satisfy their basic needs. Calculations are used to determine and identify a shortfall in consumption or income from a specified poverty line. The World Bank is known for setting poverty lines, but this differs between countries, or for instance, the \$1 and \$2 a day poverty line.

The percentage of the population in income poverty can be assessed by identifying those below the poverty line known as the poverty headcount. The depth of poverty can be assessed using the poverty gap measure, which estimates the distance that poor people are from the poverty line, indicating the resources needed to raise the incomes or consumption levels of all poor people to enable them to move above the poverty line. This differs in terms of the location and thus, needs to be adjusted for regional or national variations. For instance, those in towns and cities need sufficient income compared to those in rural settings (Davids, Theron & Maphunye 2009:38). Townsend, (cited in, Lister 2004:21) critic that this way of defining poverty as an absolute often excludes other critical aspects of poverty, such as health, life expectancy, literacy, or access to public goods or common property resources, comprised in the multidimensional definitions of poverty. The World Bank (2006) also urges that this method of measuring poverty is only appropriate as an indicator of global progress in poverty reduction and for providing a comparison between countries but is not an appropriate measure for any specific country.

Despite poverty being referred to as an absolute deprivation, Townsend, (cited in, Gordon 2006:31) contends that not only should poverty be observed as an absolute deprivation, but also relative deprivation. Relative poverty refers to situations where individuals, groups and families, lack the resources necessary for their livelihood, unable to participate in activities and have the living conditions and amenities which are customary, or at widely encouraged or approved in the society where they belong. Also, Botchway (2013:87) provides that relative poverty is the poverty of one entity or community concerning the other. This implies that comparisons are made to ascertain whether one community has dropped more than the other community. De Beer & Swanepoel (2000:3) distinguishes absolute and relative poverty, where absolute poverty is termed to refer to a disparate situation, whereas relative poverty is described as a comparison of levels of poverty.

The SLF attempts to go beyond these conventional definitions and approaches to poverty alleviation. These were established to be too narrow because they focussed only on certain aspects

of poverty manifestations such as low income or did not consider other aspects of poverty. The SLF builds and expands on conventional income-based poverty alleviation strategies to include the more qualitative and social aspects of people's deprivation. SLF acknowledges the multidimensional nature of people's livelihood strategies deprivation and views low-income individuals as active agents in successful poverty alleviation efforts. This was the aim of this study, it placed rural youth at the centre of development for poverty alleviation and employed qualitative and social aspects of rural youth deprivation such as analysing their livelihood strategies (agriculture, forestry, fisheries, wildlife, and entrepreneurship activities), assessing their implications on rural youth poverty, investigated problems that impend rural youth poverty, the possibilities for addressing the challenges and the views of policy-makers on rural youth poverty alleviation. It is now recognised that more attention is paid to numerous factors and processes which either constrain or enhance rural young people's ability to make a living in an economically, ecologically, and socially sustainable manner. The SLF offers a more coherent and integrated approach to poverty (Kranz 2001:1).

2.7. THE POVERTY ALLEVIATION CONCEPT

FAO (2006:11) provides that it is important to note the distinctive definitions between poverty alleviation, poverty reduction and poverty prevention to avoid confusion, inappropriate policies, and outcomes. Poverty eradication is used to refer to situations where people's livelihood has improved because of participation in development initiatives. In this regard, the income generated and employment creation remains key determining factors. Whereas, poverty prevention is based on monetary terms targeted at reducing risks of individuals falling into poverty. The concept of poverty alleviation is integrating poverty reduction and prevention. Its main aim is ensuring the living standards of individuals affected by poverty are advanced. Poverty alleviation also implies decreasing the negative impact of poverty on the livelihood of poor people sustainably and permanently (Studies in Poverty and Inequality Institute-SPII, cited in Maleté 2016:5). Therefore, poverty alleviation is an all-round, multi-level wide-field concept (Jian 2017:147). Efforts to improve the livelihood of those affected by poverty can be from Government or NGOs. United

Nations Development Programme (2013) urges that to alleviate poverty, an integrated approach to poverty should be adopted, thus, Government, NGOs, and other stakeholders working towards alleviating poverty should adopt a holistic approach to poverty.

The SLF extends the conventional characterisation and methods to poverty alleviation. According to its view, other critical elements in tackling poverty were excluded such as vulnerability and social exclusion (DFID 2000; Krantz 2001). Concerning this study and in line with the SLF of the DFID (2000), livelihood activities such as agriculture, forestry, wildlife, fisheries, and entrepreneurship are exposed to various vulnerability context and thus some people such as the rural youth are often excluded in decisions regarding these activities and as a result, their livelihoods are affected. The DFID's SLF therefore, stresses the analysis of the vulnerability and social exclusion of the people affected by poverty to improve their living standards.

Poverty alleviation also refers to cases where employment is created, income generated, access to assets necessary in rural youth livelihood, participation in poverty alleviation programmes, and projects in agriculture and non-agricultural activities and capital accumulated in these sectors which then assists in achieving the livelihood goals of the rural youth. Also, poverty alleviation may refer to situations in agriculture, forestry, wildlife, fisheries, and entrepreneurship that contribute through various mechanisms to reduce risks and create safety-net mechanisms in vulnerability (FAO 2006).

2.8. THE YOUTH PARTICIPATION CONCEPT

The concept of youth participation was widely acknowledged and used by governments, NGOs and other development institutions to determine youth participation in national development initiatives. Hart (1992) in an essay on youth participation viewed the concept of youth participation as “the process of sharing decisions affecting one's life and the life of the community where ones live”. It is a means, where democracy is built and it is a standard where democracies should be measured. Participation is a fundamental human right of citizenship (United Nations 1995).

This definition singles out involvement in decisions, concerning lives. These are important aspects of participation because decisions influence the lives of the community; involving those affected by the decisions is critical in defining participation. The definition further includes democracy, this is because, in democracy, participation is granted as a fundamental human right, and individuals have the right to express their views concerning their lives. In terms of development, rural young people have the right to make informed decisions and participate in any development programmes or projects as provided in their countries.

The Canadian Mental Health Association (1995) describes meaningful youth participation as “recognises and nurtures the strengths, interests, and abilities of young individuals through the provision of real opportunities for youth to become involved in decisions that affect them at individual and systematic levels”. CMHA’s explanation of youth participation is similar to that of Hart (1992), similarities can be noted such as the involvement in decision-making that affects both individuals and society where they live. CMHA’s definition further stresses the strengths, interests, and abilities’ recognition in the provision of real opportunities. This entails that the potential of young individuals needs to be recognised in opportunities that exist, the aim of this involvement is ensuring their livelihood is improved through decisions they contribute, interests they have in opportunities that exist, and their abilities towards such opportunities.

Ashenden (2013) further asserts that the youth participation describes the young people’s contribution to organisational development, project or programme such as through discussions, sharing ideas, thoughts and youth representation in the structure of the organisation, most importantly is that such platforms grant these opportunities for young people and that they are incorporated in such organisation’s development functions. The developmental initiatives of development organisations and other institutions are developed in such a way they respond to the needs and challenges encountered by the youth.

This opens avenues for the youth to express their concerns and adopt skills for self-development and that of their society. For instance, for institutions or organisations responsible for addressing the challenges encountered by rural youth, such an institution or organisation creates platforms for rural young people to express their challenges and share their views on how challenges can be addressed. Programme and project development interventions of organisations and other institutions are then developed based on the challenges encountered by rural youth. It assists to ensure effectiveness, emphasises strengths rather than weaknesses, and can assist to raise the profile of the organisation in the community. It has also been linked to national democratic, social, and economic development.

Holdsworth (2001) contends that youth participation is an approach because it supports young individuals to act, to make their own decisions rather than seeing them as passive clients. The platform for youth to get involved in development sectors has increased in contemporary society; these opportunities cannot be observed to be amplifying the voice of rural youth in society and Government policies, programmes, and projects as rural youth continues to be under-represented. DFID (2000) describes participation as “enabling individuals to realise their rights to participate in and access information relating to the decision-making processes which affect their lives”. Participation means working with and by young people, not merely work for them.

Bhatnagar & Williams (cited in, Youth Working Group 2010:11), describes youth participation as information-sharing in which, young individuals are informed to facilitate collective and individual action. It is consultation, where young individuals are consulted and interact with an organisation, which can take account of their feedback. It is also decision-making where young individuals have this function, which may be theirs or jointly with others, on specific issues of a policy or project. Additionally, the concept of youth participation also comprises initiating action: young individuals are proactive and able to take the initiative.

Participation remains one of the operational principles of the SLF. It acknowledges that underprivileged individuals crucially function in sustainable livelihood development interventions and that they should define development priorities. The SLF further recognises that the poor people themselves often know their situation and needs best and must be involved in the design of policies, projects, and programmes intended to improve their livelihoods. Given a say in the design, they are more committed to the facilitation (DFID 2000). Thus, the participation of rural youth improves the performance of activities, projects, programmes, and other development interventions reserved for improving their livelihoods (Kranz 2001).

The SLF recognises effective partnerships with the local community, but minimise the control and influence of external partners. In this case, sustainable livelihood interventions involve the effective participation of both community members and rural youth in development initiatives. For instance, rural young people and adults share joint responsibilities of agricultural and non-agricultural associations, conservancy and forestry or fisheries committees, or targeting youth-led initiatives in forestry, fisheries, wildlife, entrepreneurship, and agriculture.

Rural youth have an important responsibility for their development and well-being and for improving their locality. Because of their energy, enthusiasm, and uncommitted time, rural youth are a valuable human resource for agriculture, forestry, wildlife, fisheries, and entrepreneurship development. Given the opportunity, organisation, direction, and support rural youth can participate and contribute significantly to agriculture and non-agricultural and learn in the process.

2.9. CHARACTERISTICS OF RURAL YOUTH

When exploring the characteristics of rural youth, it is important to consider the age and geographical location. This is because the age distinguishes between youth and location signifies the residence where the youth are located (Bannel 2007:2). As noted in various definitions of the concept of youth that it has different meanings depending on different countries. Age is one of the

defining factors when exploring who is a youth. Responsibility also plays a role in characterising youth. Rural youth, therefore, have various characteristics compared to urban youth.

Despite rural youth migration to urban areas, most youth globally still survives in rural settings (FAO 2013:1), where they depend on agriculture and non-agricultural activities for their livelihood. Rural youth are amongst the most disadvantaged groups as they are mostly affected by poverty with limited access to productive resources. They depend on their labour to earn a living, some are employed in the agricultural and non-agricultural sector, forestry, fisheries mostly small-scale fisheries and some operate small businesses for survival.

FAO (2013: 1) indicates that most rural economies in emerging countries are unable to create enough employment opportunities that can absorb the unemployed rural youth, compromising their ability to live productive lives. This means that rural youth lacks access to decent job opportunities that enable them to meet their ambitions. Rural youth does not have access to services since most rural areas are external from urban areas. For instance, financial institutions that could assist rural youth to establish or start-up businesses are in towns, making it difficult for rural youth to access finance. They are also located distant from responsible institutions necessarily for addressing their challenges; accessing information remains a challenge (FAO, CTA & IFAD 2014).

Rural youth are distant from educational facilities. In global countries, higher education institutions, such as universities and vocational schools are established in urban areas. Rural youth access to these institutions implies moving from rural to urban areas to access educational services. Access to education remains a challenge for rural youth, lacking completing schooling, dropped from school, attributable to certain challenges, such as financial assistance, walking distance to and from school, responsibilities, such as employment in subsistence farming; crop or livestock production, fishing or forestry. They are often involved in the informal sector and as unpaid family workers with no social protection and limited opportunities for advancement. Also, rural youth

have limited access to market and technology. In most rural areas, there is no network coverage to access information such as the internet, computers, and cell phones. Electricity is also a challenge in certain rural areas in developing countries. Rural youth cannot connect with or create relations with the outside world, such as new markets, production, and other relevant information that may affect their lives positively.

Bannel (2007:2) acknowledges that rural youth depends on their families for livelihood. This link to FAO (2013:1), noting that rural youth lack access to productive resources. Resources belong to families, mostly their parents and families' who decide how these resources should be utilised. Conversely, rural youth are subordinate members of significantly extended households; who depend on their parents and families for their livelihood needs.

Despite progress made in the fight against poverty in the developing countries, progress was much slower in these countries, especially for the rural population. Moore (2005:1) acknowledges that rural youth poverty is a severe challenge, because of the significant numbers of youth living in poverty, specifically in rural areas in developing countries. In several contexts, youth are likely to experience poverty because of age-based discrimination and the uncertainties and dynamism surrounding the transition from childhood to adulthood.

2.10. RURAL YOUTH LIVELIHOOD CONCEPT

The term livelihood became popular in development work. Governments, civil societies, and NGOs were trying to facilitate programmes, projects, and policies to uplift the livelihood of the individuals, especially those in rural areas, where poverty became one of the common characteristics in developing countries. Various meanings were developed that attempt to characterise livelihood. A livelihood refers to what individuals depend on for survival; it includes all activities that contribute to improving the lives of the individuals such as assets, knowledge, skills that individuals possess, finance, natural resources and ability to continuously benefit from

them (Chambers & Conway 1991:6) and the same definition of livelihood was adopted by the (DFID 2000). Conversely, this is what people depend on for survival.

In this case, it can be assets, skills, and knowledge that people possess and activities they participate in or depend on for them to be able to live. Sustainability is often linked to the livelihood concept to refer to the continuous use and benefit from these means of survival. Livelihood is also defined as “adequate stock and flow of food and cash to meet basic needs” (World Commission on Environment and Development, cited in Chambers & Conway 1991:5), whereas, Ellis (2000) extends the definition to include gender relation in obtaining assets and activities necessary for livelihood.

Concerning this study, the definition of the concept of livelihood was based on DFID’s definition defined by (Chambers & Conway 1991). Rural youth livelihood is the means that rural youth depends on for survival in rural areas and their abilities to continue benefiting from those means of survival. This includes work and services related to rural activities that rural youth pursue as they transition to adulthood from a dependent of a family and community to be a householder and or a full-fledged community member (James-Willson 2008:17). It also includes skills and knowledge that rural youth possesses, which contributes to improving their livelihood activities, conversely, skills and knowledge that enable rural youth to perform certain basic functioning, to what they can do and be. Skills and knowledge also enable rural youth to respond positively to situations of stress and shocks and finding and use livelihood opportunities. It also implies to rural youth access to natural resources such as forestry, water, fisheries and wildlife resources that influence their livelihood goals and rural youth participation in community affairs such as members of groups and organisations.

Rural youth are engaged in various activities to uplift their livelihood by participating in activities that produce enough earnings, whilst reducing the possibilities of being exposed to threats. These activities may include agricultural and non-agricultural actions, some of which are linked to rural

and non-rural activities (FAO 2003). Statistics are limited, but the proportions of rural youth engaged in waged and self-employment in both these principal areas of activity vary considerably across countries (Bennell 2007:6).

2.11. CONCLUSION

This chapter looked at the theoretical framework adopted by the study. The SLF was adapted to unraveled rural youth agricultural and non-agricultural activities where rural youth participate. The chapter also looked at conceptual definitions of youth, agriculture, and non-agricultural activities (forestry, fisheries, wildlife, and entrepreneurship). The chapter also explained the concept of poverty, poverty alleviation, youth participation, characteristics of rural youth, and rural youth livelihood by examining the literature on how the benefits derived from agricultural and non-agricultural activities are construed. This chapter contended that livelihood improvement and poverty led to rural youth participation in agricultural and non-agricultural activities in rural areas in most developing countries. The following chapter provides the background information of Namibia and the study area.

CHAPTER 3

NAMIBIA

3.1 INTRODUCTION

This chapter provides an overview of Namibia with emphasis on agriculture, forestry, fisheries, tourism and wildlife conservation, land, the concept youth and poverty in the Namibian context, challenges encountered by Namibian rural youth, efforts to combat rural youth poverty, specific policies related to addressing rural youth poverty in Namibia. Also, the chapter provides the historical background of the study area; geographical location, population characteristics, the youth population in the Zambezi Region; urban youth population, and rural youth population. The chapter also provides information on the language groups established in the Zambezi Region, livelihoods, agriculture, natural resources; crop and livestock production, forestry, wildlife and tourism, fisheries, and land. The chapter also presents the profile of the study area.

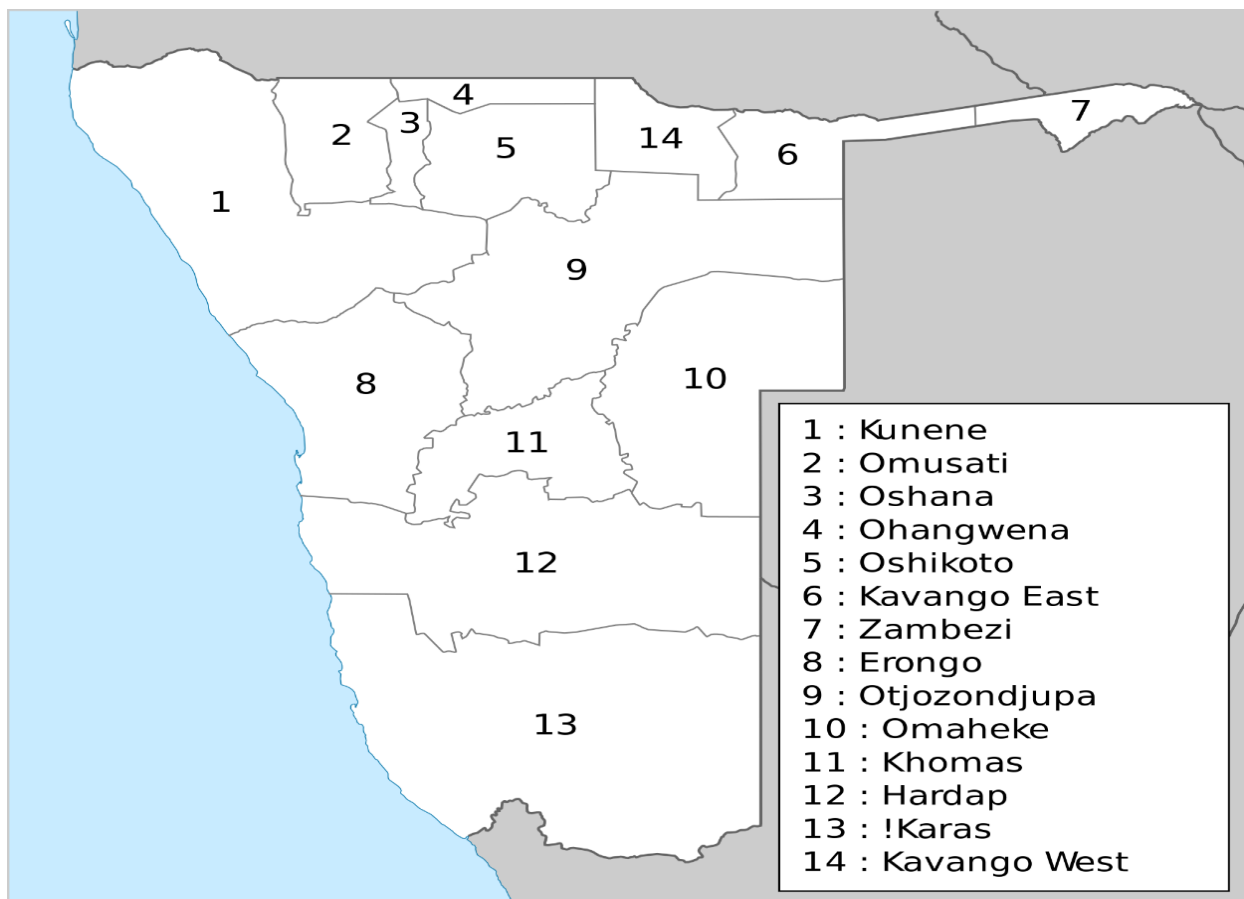
3.2 AN OVERVIEW OF NAMIBIA

Namibia is one of the Southern African countries on the South-Western coast of Africa between the latitudes of 17.5° and 29° South and covers an area of 825 418 km. It borders with South Africa, Botswana, Angola, Zambia, and a point of contact with Zimbabwe (Byers 1997:4; Ministry, of Environment and Tourism 2010: 9; National Planning Commission 2004). Namibia is an arid country with low and variable rainfall. Annual rainfall varies from less than 20mm along the coast to over 600mm in the North-Eastern part (De Bruine & Rukira 1997:503). Approximately 80% of rain necessarily of crop production is received in the North-Eastern part of the country, mainly in the Zambezi Region (Kerdiles, Rembold & Pérez-Hoyos 2015:3; Jones & Dieckmann 2013). The central regions of the country possess' productive soil and reliable rainfall, which supports livestock production (National Planning Commission 2004:28). A significant part of Namibia is classified

as desert and three various desert systems, these are found at its borders indicating; Kalahari, Namib, and the Karoo deserts (Ministry of Environment and Tourism 2010:120; Burke 2017:1).

The country was previously divided into 13 regions, but after recommendations of the Delimitation Commission, the country was redivided into 14 political regions, indicating; Zambezi, Erongo, Hardap, //Karas, Kavango-East, Kavango West, Khomas, Kunene, Ohangwena, Omaheke, Omusati, Oshana, Oshikoto and Otjozondjupa regions (NA, Government 2013:1). The regions are administered by regional governors appointed by the President (NA, Government 2010:1). Figure 3.1 represents a map of Namibia with various political regions.

Figure 3. 1: A map of Namibia indicating various political regions



3.2.1 Population

Namibia's population size was at 2 113 077 million people during the 2011 census, of which 903,434 people were in urban areas and another 1,209,643 people in rural areas, this figure has increased because of people moving from rural to urban areas due to unemployment (International Organisation for Migration 2016). The 2016 National Labour Force Survey results indicated that the national population size reached 2,324,388, from which 1,112,868 were in urban areas and a total of 1,211,520 were in rural areas. The population size is projected to grow by 30% by the year 2030 (Namibia Statistics Agency 2017:27).

Namibia is one of the least densely populated countries in the world with an average of 2.6 individuals per square km. Namibia makes up 3% of Africa's land area, but only 0.2% of its population (NSA 2011:1). This is mainly attributable to a significant part of the country being too dry for human settlement. The most rural population lives in the North and Northeast part of the country. The population of Namibia can be divided into various groups; Owambo, Kavango, Herero, Himba, Damara, Nama, Topnars, Rehoboth Basters, Coloureds, Caprivians, the San, Tswanas, and whites. These various ethnic groups reflect not only a picture of a heterogeneous population but also various traditions and various histories of development (Lattimer, cited in, Suzman 2001:3).

Namibia is characterised as a youthful country since the majority of the population is the youth. As a case in point, in 2012 the total youth population was 753, 806 (NSA 2012). In 2013, the youth population was recorded at 767,214, and in 2014, the youth population reached 827,440 (NSA 2014). In 2016, the National Labour Force Survey results indicated an increase of youth population of an amount of 854 267 (NSA 2016:27), these proportions vary from region to region.

3.2.2 Agriculture

Agriculture in Namibia has a crucial function in achieving the country's national development goals (National Planning Commission 1997:4). Approximately 80% of the Namibian population (Simasiku & Sheefeni 2017:41), including the rural youth population, depends on agriculture, mainly subsistence for their livelihood from small-scale farming using traditional methods of cultivation and producing exclusively for self-consumption. The sector also contributes to national foreign exchange earnings and hence the balance of payments (Mendelsohn 2006:10), the fighting of poverty, food security, and promoting natural resources (Ministry of Agriculture, Water and Forestry 2015). The majority of Namibia's people live in rural areas and exist on a subsistence way of life (Ministry of Regional Local Government and Housing 2011; Adongo & Deen-Swarray 2006:4).

Namibia's agricultural sector comprises the commercial and the communal sectors (Sweet 1998:4; Brown 2009; Olbrich, Quaas & Baumgärtner 2013). The commercial sector, representing 44% of the total land, accommodates a 4% of the population, whilst the communal sector, covers 41% of the population of the total area and accommodates 60% of the population (MAWF 2015:2). The commercial sector remains the main contributor to the total output of the country's agricultural sector. Due to climatic conditions, commercial farmers are predominately engaged in livestock production, with a small stock dominating the activities of the southern part of the country. The central and the northern part of the country are mostly used for large scale production. Global trade regulations prohibit the movement of small stock and livestock products from the northern communal areas. Rainfed crop production is possible only in the areas with more reliable rain patterns (MAWF 2015:2).

The dominant crops produced under rainfed subsistence farming include millet, maize, sorghum, and leguminous crops, whilst commercial rainfed farming focusses mainly on maize production (International Monetary Fund 1997:10; MAWF 2015:2). In 2012, for instance, the agricultural

sector created over 170,000 job opportunities in the subsistence and commercial sectors, making it the most employment-intensive sectors in the country (NSA 2013). It contributes to employment creation in other sectors such as construction, repairs, and investment. Namibia has also established a milling industry, mostly dominated by the private sector. The Agronomic Industry Act 20 of 1992 (NA Government 1992), regulates the marketing of cereals in the country. All cereals are marketed and consumed locally. Namibia's horticulture subsector has also contributed to promoting the best products for the domestic market and contributing to employment creation and self-reliance about production, processing, and marketing of fruits and vegetables. In developing the domestic market for local produce and industrial products, priority is on instituting regulations and developing the infrastructure necessary for orderly marketing of cereal and horticulture produce. The marketing share promotion regulates the marketing of fresh produce (MAWF 2015:3).

3.2.3 Forestry

Namibia's natural physical and climatological conditions allow for over 80% of the land to support trees and shrubs, incorporating vegetation types that range from a variety of wooded savannahs to dry woodlands. The savannahs are characterised by various species of thorn trees, shrubs, and grasses. Whilst the woodlands are dominated by several hardwood tree species and a wide variety of fruit trees. The woodland ecosystems support the livelihoods of the majority of the rural Namibian population, including rural youth through the supply of fuel, construction materials, wild foods, medicines, and grazing for livestock. Also, they support the biodiversity and game, the main source of the tourism sector (National Planning Commission 2004:146).

Most rural communities, including rural youth in Namibia, depend directly on forest resources for use as fuelwood, building materials, fodder, food and medicine, and as a source of income generation (Ministry of Environment & Tourism 2010:10). Namibia also adopted the concept of Community-Based Natural Resources Management. Within this programme, community forests

were established countrywide. Community forest refers to “an area in the communal lands of Namibia for which local communities have obtained the rights to manage forests, woodlands and other types of natural vegetation according to the provisions of the community forest, Act No. 12 of 2001” (NA Government 2001).

Community Forest Management is guided by the principles of sustainable management, not to deplete, but to maintain and improve the resource base and sharing benefits amongst all residents. Community forests empower local individuals to take responsibility and to become actively involved in Forest Management, thereby increasing the value and benefits of forest resources to local individuals such as through income generation from the hardwoods. There are over 37 community forests countrywide (Namibia Association of Community-Based Natural Resources Management (CBNRM) Support Organisation 2017). No records or literature of rural youth participation in community forests in Namibia exists, but according to this study, rural youth are involved in the activities of community forests and their implication on rural youth poverty remains unknown.

Rural youth in Namibia, are also part of the rural population that derives benefits from forest livelihood activities ranging from collecting and selling fuelwood, wild fruits, medicines, and building materials in rural areas, as a source of income generation and employment. For instance, rural youth as woodcarvers and furniture manufactures of tables, chairs, and doors. The implications of these forest livelihood activities on rural youth poverty alleviation are unknown.

3.2.4 Fishery

Concerning fishery, Namibia has one of the most productive fishing grounds in the world (FAO 2007; Lange 2003:3), with the potential for sustainable yields of up to over 1.5 million metric tonnes (MET 2010:11; NPC 2004). The Namibian fishing sector is divided into four subsections, indicating; marine capture fisheries, inland capture fisheries, marine aquaculture, and inland aquaculture (FAO 2007; Russell & Wolf 2012). Inland freshwater fisheries are important in less

arid areas such as the Zambezi and Kavango regions in the North-East of the country. The Ministry of Fisheries and Marine Resources (2001) acknowledges that Namibia's perennial rivers provide over 1 million hectares of floodplain wetlands with fisheries potential, varying by season to between 6-8,000 tonnes per annum. 50% of the rural population lives in the northern regions and derive food, income, and informal employment from inland fish resources (Batty & Tjipute 2005).

Also, freshwater aquaculture was promoted countrywide, especially in rural areas to increase food security and alleviate poverty (NPC 2004:156). Over five rural Inland fisheries centres exist in Namibia, indicating; Kanamunjonga Inland Fisheries Institute, Zambezi, Ongwendiva, Omahene, and Hardap Inland Aquaculture Centres. Also, rural co-operative fish farms exist in various regions of the country under the MFMR, established to generate income, create employment, and contribute to poverty alleviation in rural areas (MFMR 2001).

Rural youth members participate in activities offered by these centres and also in several fisheries-related projects established to improve the livelihood of the youth in rural areas. Their implications for rural youth poverty are not known. Rural youth who depends on local rivers for fishing for their livelihood and poverty alleviation and these activities are either not registered with the authorities and are often occurring in rural areas in Namibia, specifically in the Zambezi and Kavango regions, their implications on rural youth poverty alleviation remain unidentified.

3.2.5 Tourism and wildlife conservation

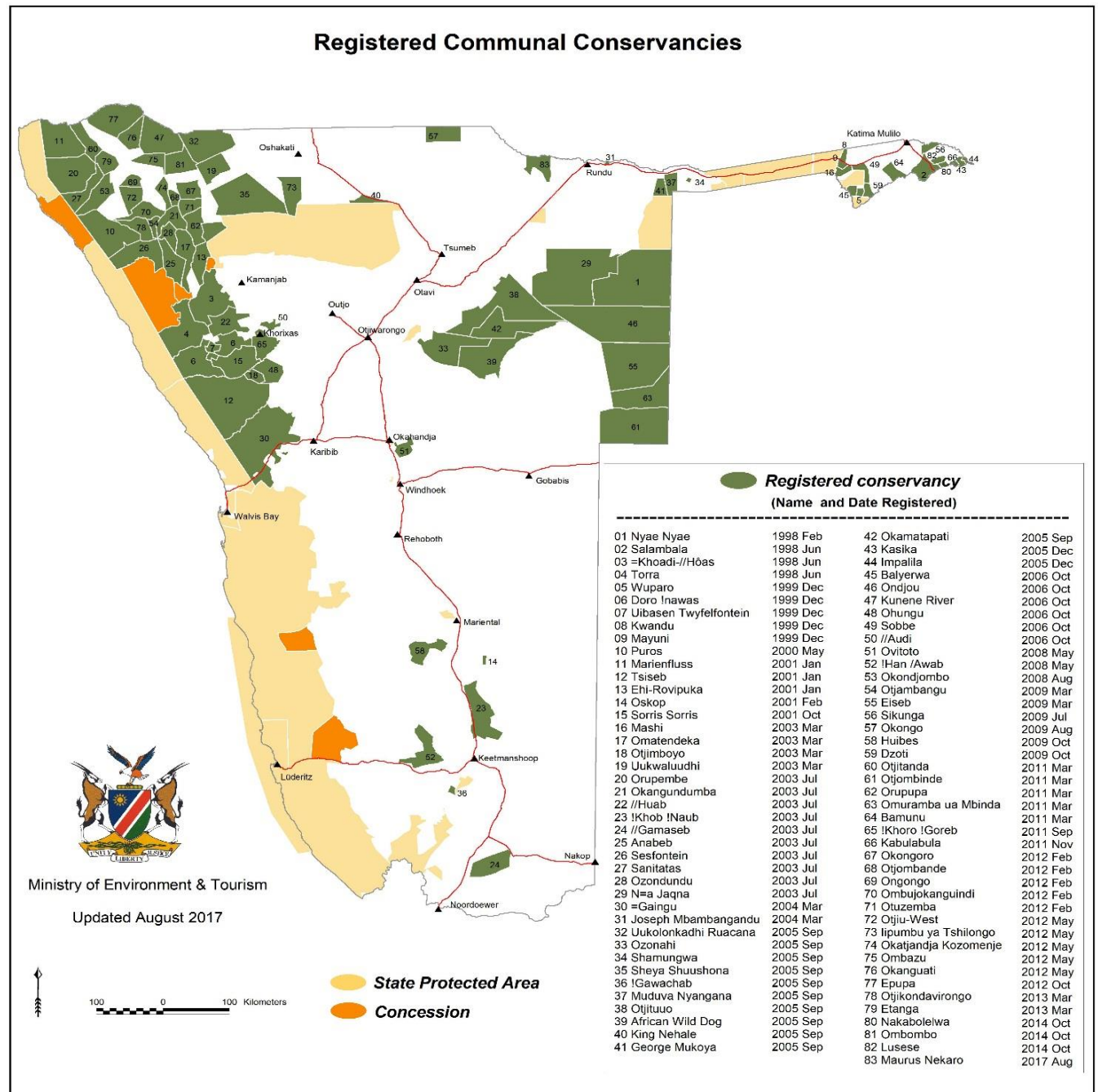
Tourism is also crucial to the country's development. It contributes to the country's Gross Domestic Product. Namibia Tourism Board (2013) reveals that the tourism sector contributes over 3.5% to the country's GDP. It also remains one of the major contributors to employment creation. The country is a prime destination in Africa and is known for ecotourism, which features Namibia's extensive wildlife. Namibia is one of the few countries in the world to specifically address the conservation and protection of natural resources in its constitution. Article 95 states that "The State shall actively promote and maintain the welfare of the individuals by

adopting global policies aimed at the following: maintenance of ecosystems, essential ecological processes and biological diversity of Namibia and utilisation of living natural resources on a sustainable basis for the benefit of all Namibians, both present and future” (Ministry of Environment and Tourism 2008:5).

Over the past years, Namibia has joined other countries of the world after having being assisted by the United States Agency for International Development through its Living in a Finite Environment Project together with the line Ministry of Environment and Tourism and other support organisations to adopt and facilitate the concept CBNRM, which aims to promote sustainable natural resource management by providing local communities rights to wildlife management and tourism (Bandyopadhyay, Shyamsundar, Wang & Humavindu 2004; Schiffer 2004, NA Government cited in, MET 2013:1). So far Namibia has 83 registered conservancies. In these conservancies, rural individuals in communal areas can actively manage and generate returns from natural resources in their areas. For example, fees are earned from tourism and hunting and used to pay for conservation costs and local development projects.

According to the World Wildlife Fund & the Namibian Association of CBNRM Support Organisations (2017), a total benefit of N\$87 591 444 to conservancy members from the conservancy programme was distributed in 2016. Also, 5147 jobs were created and 2065 full-time employment in conservancies (WWF & NACSO 2017). Though the rural youth participating in conservancy activities in Namibia remains unidentified, the research had a view that youth participating reaps benefits from conservancy activities in rural areas in Namibia. The implications of all these benefits and activities on the livelihood and poverty alleviation of rural youth have not been researched.

Figure 3. 2: A map of registered conservancies in Namibia



3.2.6 Land

Despite progress made in other sectors and access to other livelihood resources, the land remains one of the pressing issues encountered by the Namibian people. More than half of the Namibian population depends on land for their survival either as commercial or subsistence farmers or as workers employed in agriculture. The land tenure system in Namibia is divided into three categories, indicating, freehold private land, mainly in the south and central part of the country, communal land in the north-central and owned by the State, North-East and east part of the country and urban areas, which also belongs to the State (Mendelsohn, Nakamhela, Werner & Jones 2011; Legal Assistance Centre, cited in, Asino & Christensen 2017:9).

Under the Constitution of the Republic of Namibia, all land, water, and natural resources belong to the State, unless lawfully owned by individuals. As the owner of the land, the State can decide what to do with it, whether to add the land to existing communal areas or to sell it to ensure it becomes commercial land. The State can decide to allow individuals to stay on a particular piece of land or to rent it out, even whilst it continues to own the land. Whereas, communal land is vested in the State by the Constitution.

The State must administer communal lands in trust for the benefit of the traditional communities living on these lands and for this promoting the economic and social development of the Namibian people. Communal land cannot be bought or sold. Commercial land, conversely, is the land that can be bought by private individuals. These individuals, then become the owners of the land when registered in the Deeds Registration System. The system comprises a farm register and a commercial land register. Property registered in the deeds system must be surveyed by a professional land surveyor and the transaction (from the seller to buyer) is recorded in the system and considered as proof of the ownership (Legal Assistance Centre cited in, Jakobsen & Christensen 2007:130).

Land in Namibia is mainly for agriculture, conservation, and settlement purposes. Namibia's land reform process is based on three strategies:

- Resettlement: The Namibian Government buys farms from commercial farmers and allocates them to previously disadvantaged people.
- Loans: Agricultural bank, a State-owned bank, grants, loans with interest market level of the previously disadvantaged population.
- Communal land: which all belongs to the State, is parcelled into small units and distributed by traditional leaders (NA Government 2002). Most rural youth targeted by this study were those in communal land in the Zambezi Region where the traditional leaders distribute land.

3.2.7 Youth in Namibia

Several factors, including social, political, and economic situations participated in reviewing defining youth in Namibia. These issues include the pre-independence factors, the age limit and the age category of existing youth organisations in the country, limited options for young individuals for their sustainable livelihood, and the limited access to financial and other resources. Though this has occurred, it suggests still no universal definition of the concept of youth. Namibia, like other African countries, views the concept of youth based on age (Chinguta 2002). The definition of youth in the Namibian context according to the National Youth Policy refers to young males and females aged 16-35 years (NA, Department of Youth Development 2002:2).

Other institutions and NGOs in the country, have developed their definitions of referring to youth. For instance, the NSA a national statistics agency established under Act No.9, of 2011 of the Namibian parliament (NA Government 2011), which deals with collecting and analysing national data such as youth unemployment, was referring the concept youth to various age groups. For instance, youth unemployment between ages 15-29 (NSA 2012). This implies that those young males and females aged 30-35 were often excluded from these assessments defined in the National

Youth Policy. Also, the concept of youth was used to categorise young males and females between 15-34 years during the National Labour Force Survey on youth employment and unemployment (NSA 2016:63).

Conversely, the Namibia Youth Credit Scheme Programme, an entrepreneurship programme providing young people with loans to establish businesses and projects in the Ministry of Youth, National Service, Sports, and Culture, targets youth aged 18-35 years of age (Namibia Youth Credit Scheme 2008), similar to that of the Credit for Youth in the Business programme of the National Youth Council. The National Youth Service, which offers skills training and personal development programmes to the youth, targets young individuals aged 16-35 years (Nakatana, Personal Communication 2018, February 28).

According to the International Federation of Red Cross Crescent Societies (2017), describes a young person between ages 5 to 30 years. This includes children (5 to 11 years old), adolescents (12 to 17 years old), and young adults (18 to 30 years old). National Societies are guided by this range in adopting their definitions according to local laws, social norms, and cultural contexts. These similar definitions apply in the Namibian context (Mburuka, Personal Communication 2018, February 21). This is concerning various programmes and projects the Red Cross Society is offering. Kimando, Njogu & Kihoro (2012:62) assert that the youth definitions are based on the social, cultural, political, and economic environment. This implies that it suggests no universal definition of the term youth, its meaning relies on the social, political, or economic setting in a provided environment.

Other experts such as Hurrelman (cited in, Winterfeldt, Fox & Mufune 2002:179) suggests that a consistent definition of youth should not fix age limits. It is a phrase of life characterised by particular experiences reflecting the societal culture and the context for personal growth. The concept youth, according to Winterfeldt et al (2002:179) refers to a categorical group, with individuals belonging to various classes, ethnicities, gender, and other groups.

To define the concept of rural youth, it was important to understand what rural area entails. According to the Ministry of Regional, Local Government and Housing (2011), rural areas in the Namibian context, refer to the “countryside other than those municipalities and townships proclaimed by the government. These include freehold and state-owned communal and resettlement land, which support activities ranging from capital intensive, commercial to low-input subsistence farming and various forms of the conservation area”. These rural areas exhibit a diversity of ecological conditions and natural resource endowments, languages, cultures, and human settlement patterns including variable proximity to urban areas and markets.

Though the age defining youth implies striving for self-reliance, rural youth are also confronted with several challenges in their transitional stages to adulthood. Chinguta (2002) reveals most youth in Africa, including Namibia, are trapped in a period of youth dependence where they are unable to secure employment opportunities and partake in sustainable livelihood strategies. Concerning this study, the term rural youth was used to refer to young males and females aged 18-35, participating in agricultural and non-agricultural livelihood activities and projects, living in the rural setting in the Zambezi Region.

3.2.8 Poverty dimensions in Namibia

The poverty challenge remains an overarching priority for the Government of Namibia since independence in 1990 (Jauch 2012:1). Efforts such as facilitating vision 2030, where the Government promised that by the year 2030, “poverty will be reduced to the minimum and the existing pattern of income-distribution will be equitable and the disparity will be at the minimum” (NPC 2004). Others include the Medium-Term National Development Plans, the Poverty Reduction Strategy, the National Poverty Reduction Action Programme (NPC 1998:1), Harambe Prosperity Plan (Office of the President 2016), the 2016 Poverty Reduction Plan of the Ministry of Poverty Eradication and Social Welfare (MPESW 2016), all have a reduction of poverty as one of their major goals, but what does the concept poverty imply in the Namibian context?

The concept of poverty in the Namibian context was explored by various authors, Governments, and other development institutions. During 2003/04 Namibia Household Income Expenditure Survey (NPC, cited in, Jauch 2012:2), the Namibian Government viewed the concept poverty as the proportion of expenditure on food, setting a minimum of those spending over half of their budget on food as being poor and those spending over 80% as being severely poor (NPC 2004). In 2004, based on the Household Subsistence Levels, poverty was observed “by establishing a basket of essential food and non-food items needed for household survival. A monetary value for such basket was calculated and then used as the standard for measuring poverty” (Potgieter 1997).

This similar definition was applied in 2004, which resulted in the majority of the Namibian population being classified as being poor (Labour Resource and Research Institute 2006). In a study conducted by the United Nations Development Programme in regional Councils in Namibia, which assisted in designing objective criteria, which councils could use in allocating development resources, the concept of poverty was observed not only referring to lack of financial resources, but also other unmet needs. Lack of access to health facilities, education, and inability to interact or participate in society’s development initiatives, inability to access transportation services, no access to Information Communication Technologies, all these formed parts of the diverse dimensions of poverty (NPC 2002:19).

Poverty in Namibia was also associated with unemployment (Heita & Ekongo, cited in, Jänis 2011:123). This is because unemployed individuals find difficulties in meeting their basic needs such as access to quality education, health services, food, and clean water. The difficulties in finding employment means difficulties in securing an income and decent livelihood for young people (Namupala 2016:34). High rates of youth unemployment were a prominent economic and social issue in the Namibian landscape. Mufune (2002) asserts that increasing unemployment in Namibia resulted in a heterogeneous labour market with numerous irregular and poorly paid jobs, accounting for rising poverty and social exclusion.

Tvedten & Nangulah (1999:23) in their study on “Social Relations of Poverty: A Case-Study from Owambo”, characterised poverty in Oshakati town concerning shantytowns, housing, the shape of roads and proximity to commercial centres and crucial public institutions, such as schools and hospitals. Public services such as water, electricity, and waste disposal were used to imply that the formal settlements are cleaner, greener, quieter, and brighter. Most individuals living there were characterised as employed, with fixed monthly salaries and private houses revealing considerable wealth. Whereas, the informal settlement, exhibited characteristics of being underprivileged, such as deprived standards of living, low levels of education, and ways of dressing. Though the study was concentrated on urban poverty, for the rural situation, poverty situations may be characterised differently, such as limited access to education, health facilities, inadequate road infrastructure, poor housing often traditional dwellings, lack of access to clean water and no electricity, remote, far from crucial public institutions.

Poverty can also be viewed in terms of social exclusion (Winterfeldt et al 2002:183). For instance, Hangala (2017) contends that most Namibian youths are excluded from the countries’ economic development, which continues to be dominated by the elders. This economic reality has denied the distribution of economic wealth into the hands of the Namibian youth causing them to remain in poverty. Also, despite youth constituting the most Namibian population, they are still excluded in political, economic, and even social decision-making processes, such as in crucial positions and platforms where they can influence decisions in line with youth development. Their non-participation affects them in making positive contributions towards addressing their specific challenges encountered (Hangala 2017). Social exclusion describes a process by which certain groups are systematically disadvantaged because they are discriminated against based on their age or other factors (DFID 2005:3).

Poverty in Namibia can also be described by a lack of access to livelihood resources such as land, which continues to disadvantage people such as the youth (Schade 2000: 119; Tvedten & Nangulah 1999). The National Land Policy defines the poor as people who are “landless or with little or

insufficient access to land, who are not in formal employment or engaged in non-agricultural activities” (Ministry of Lands and Resettlement 1998).

According to Likuwa (2016), the voices of the youth who are the leaders of tomorrow and for whom the land is looked after by their elders were absent from the discourses on customary land ownership and registration. This implies that young individuals are often excluded in land issues and hence they depend on the land for survival specifically those in rural areas. If the land is a livelihood asset, then it implies that those who do not have access to it can be observed to be in poverty.

Realising that statistical information provides only a static snapshot of poverty with little indication of how individuals perceive poverty, the Government of Namibia introduced a programme of Participatory Poverty Assessments, conducted in all then the thirteen political regions of the country during 2004-2006. The main objective of the Participatory Poverty Assessment was to acquire a deeper understanding of poverty by gauging the perspectives of poor people (NPC 2004). The information obtained complemented the statistics view on poverty by establishing how the underprivileged understood poverty and well-being and what they did to cope with poverty. For instance; In Omaheke Region, poverty was referred to as a “condition of earning, having and owning close to nothing and depending on other individuals for one’s livelihood from day to day” (NPC 2006:36).

There was also general agreement as to what constitutes well-being. Rural communities stated that well-being is defined by the ownership of assets, especially livestock and additional income through employment. Access to land for grazing and cultivation and clean water for humans and livestock were observed as fundamental to well-being. Lacking access to sufficient land and water contributes to rural communities’ vulnerability to poverty. For farmworkers in the same region, poverty was described constantly hungry and moving between places in search of food; migration between places, looking for employment opportunities. Not having a house or a place of their own

to which they can retreat when they lose their employment contributes to farmworkers' vulnerability to poverty (Werner & Odendaal 2010:11).

In the Hardap region, the concept of poverty was perceived as not having anything on which to build "an existence" and not having any material goods such as clothes and decent housing to support an existing. Limited resources for subsistence farming with land, livestock, or gardening were observed as central to poverty (NPC, cited in, Werner & Odendaal 2010:11). All these various viewpoints characterise poverty.

Poverty in Namibia can be described as absolute or relative poverty. Absolute poverty can be observed as the inability to afford certain basic goods and services. This is measured by determining the number of people living below a certain income threshold or the number of households unable to afford basic goods and services. In this, Namibia established a poverty line to measure poverty by the expectation of the cost of meeting basic human needs (NPC 2011:9; NSA 2012; Odhiambo 2015:1).

Whereas, relative poverty refers to a standard of living defined concerning the expectations of the wider society in which an individual life and it is a co-operative measure of poverty. Thus, an individual may be non-poor in absolute terms, but may still be considered underprivileged relative to other members of his or her society (Schmidt 2009:2; NPC 2011:9). The figure provides a summary of poverty measures in Namibia.

Table 3. 1: Summary of poverty measures in Namibia

Measure	Source
Basket of essential goods and services N\$ 399.80 per person per month in 2004	NPC (2011:10); Jauch (2012)
More than half of the budget paid for food	NPC (2004)
The poverty lines of annualised per adult equivalent expenditure: lower bound N\$2 217.72, upper bound N\$3 149.40	NPC (2015: 10)
Basic needs (N\$262 per person per month in 2008)	Jauch (2012)

Source: Labour Resource & Research Institute (2006; Jauch 2012)

3.2.9 Youth entrepreneurship

Several youth entrepreneurship programmes in Namibia targets both urban and rural youth, these are as follows:

3.2.9.1 The Namibia Youth Credit Scheme Programme

In response to continued youth unemployment and poverty amongst the Namibian youth population and partnership with other countries in the world committed at addressing the challenge of youth poverty, the Namibian Government through the MYNSSC, adopted the Youth Scheme from the Commonwealth Youth Initiatives in 2005, to assist the youth who left school, to embark and be nurtured in business to generate income, creating employment and contributing to poverty alleviation in line with the National Development goals (Namibia Youth Credit Scheme 2008:16).

The scheme provided financial assistance, capacity building, and non-financial support services to youth entrepreneurs. Upon introducing NYCS in Namibia, the programme proved responsive to youth unemployment after being piloted in certain regions such as Oshana, Ohangwena, Oshikoto, and Omusati regions. The programme was replicated to all the regions in the country (NYCS 2008).

Currently, the programme is responsible for five facilitating agencies and the regions they are:

Table 3. 2: Facilitating agencies of the Namibia Youth Credit Scheme

Training and Monitoring unit	Oshana, Omusati, Oshikoto, and Ohangwena
Namibia Rural Development Project	Erongo, Hardap, Khomas, Omaheke,/karas and Otjozondjupa
Kavango Training and Monitoring Unit	Kavango-East and West
Zambezi Youth Development Fund	Zambezi Region

Also, the programme's characteristics include, targeting unemployed youth aged 18-35 years, based on group leading methodology, provide training in business management and assist the unemployed youth in drafting business plans and project proposals and access them to microfinance credit based on the sequence of phases as provided by NYCS programme, as indicated in the table:

Table 3. 3: Namibia Youth Credit Scheme loan phases

Stages	Lower Limit	Upper Limit	Repayment Period	Rates
1. Phase 1	N\$ 2000	N\$ 4000	6 Months	20%
2. Phase 2	N\$ 4000	N\$ 6000	12 Months	20%
3. Phase 3	N\$ 6000	N\$ 20,000	24 Months	20%
4. Phase 4	N\$ 20,000	N\$ 50,000	36 Months	20%

Source: NYCS (2016:9).

According to statistics provided by NYCS (2016:10), a total of 10, 586 youth received training, 8397 youth have received loans, 8,159 businesses were established, 6,779 jobs were created and total loan funds in 2017 stands at N\$20, 483,647. In the Zambezi Region, for instance, 749 youth were trained, 498 received loans, 499 businesses were established, 8,159 jobs were created and a loan fund amounting to 1,670,700 were disbursed.

3.2.9.2 Credit for Youth in Business

Credit for Youth in Business is a loan guarantee programme, meant for uplifting youth, specifically those already in business without adequate collateral, to uplift their living standards by loan schemes disbursed in collaboration with local financial institutions. The programme exists under the National Youth Council. The programme aims to:

- Expand youth businesses.
- Create an enabling environment for the youth to generate enough profit.
- Create employment opportunities.
- Build an asset base and become bankable.
- Contribute to alleviating poverty.
- Enable the youth to achieve their life goals.

Not only do CYB run loan schemes, but it is also complimented with other support services such as:

- Training in business-related areas.
- The guidance offered to the beneficiaries.

The programme targets youth aged 18-35 years, with existing businesses or have completed NYCS training and those who completed the Vocational Training Course (NYC 2009).

3.3 CHALLENGES ENCOUNTERED BY RURAL YOUTH IN NAMIBIA

Despite addressing rural youth livelihood since independence in Namibia in 1990, the objectives of rural youth poverty alleviation have not yet been achieved. The prevailing high poverty rates in rural areas of 25% compared to 9.5% of poor people in urban areas (International Labour Organisation 2014:1). Poverty remains pervasive amongst young individuals in rural areas and continues to be neglected and regarded as a subject of concern when it comes to the much-needed resources in rural livelihood activities, skills training, and development authorities.

Despite financial programmes targeting young individuals in Namibia, the country is still encountered with the lack of materials and tailor-made rural youth financial support for improving their livelihood and a lack of the collaterals that would be required by banks and other financial institutions to obtain credit facilities (Shindondola-Mote, Namukwambi, Negumbo, Kojwang, Indongo, Jauch & Mayinoti 2010:43). Lack of access to land, deliberations on land issues in Namibia mostly comprised elders and often administered by traditional authorities specifically in communal areas, which comprises elder people in villages. Rural young individuals are often excluded in this process (Likuwa 2016).

Namibia is one of the countries that exhibit high youth unemployment; the situation is worse, compared to those in rural areas (NSA 2016:6). The table indicates the total youth unemployment rates of urban and rural areas in Namibia.

Table 3. 4: Youth unemployment in Namibia

Country	Both genders	
	Unemployed	Labour force
Namibia	246,262	566,999
Urban	129,281	339,515
Rural	116,981	227,484

Source: NSA (2016:64).

Table 3.4 illustrates that most youths in Namibia migrated to urban areas in search of improved opportunities. This is reflected in Table 3.4, where most of the youth were recorded in urban areas compared to rural areas during the 2016 NLFS.

According to a study conducted by the Labour Resource and Research Institute on youth and unemployment in Namibia, “In Sub-Saharan Africa, it suggests a link between high unemployment and education, the low level of education of rural young individuals is a significant factor in the long unemployment spells they face” (LaRRI 2011). The crucial reason rural youth unemployment is being experienced at higher rates in Namibia is the lack of skills amongst and especially those with no formal training (Suonpaa & Matswetu 2012).

Also, rural youth have limited access to educational programmes that address their specific rural youth situations and needs. For example, there is no specific educational programme offered or made specifically for rural youth engaged in fisheries, forestry, agriculture, and other rural

livelihood activities. Consequently, most of the existing national policies regard the rural population, including the youth as a homogenous group needing universal interventions.

Though there was a certain emphasis on directing support to rural areas in Namibia such as in agriculture, Small Medium Enterprise Development, tourism, Income Generation Activities (NPC 2002:40), financial services (Adongo & Deen-Swarray 2006:7), their impact on rural youth livelihood development were minimal as interventions are not taking a holistic approach in addressing rural youth livelihood challenges. Weak institutional linkages and coordination in programmes/projects, designing, facilitation, monitoring, and evaluation contribute to the failure of achieving the desired targets of improving rural youth livelihood in the country.

According to Shindondola-Mote et al (2011:42), policy-makers in Namibia were relying too heavily on common knowledge in assuming that artisanal and vocational skills would in general alleviate poverty amongst the youth in Namibia. Consequently, these training contributed to high youth unemployment attributable to market saturation, especially for youth in urban areas. Concerning rural youth, most programmes offered at these centres such as carpentry, auto mechanics, bricklaying, plumbing, computer, and other technical courses require start-up capital, in which young males and females in rural areas do not have access. Applying skills gained from these technical courses requires youth to have access to electricity or certain sources of power. Ileka (2016) acknowledges that to date, only 25% of rural Namibia has access to electricity and 75% still do not have access to electricity, and rural youth often fall in this category. Programmes that do not require access to electricity are often irrelevant in rural areas. As a case in point, bricklaying, the market for bricklaying in rural areas is lower compared to urban areas. National Vocational Centres fail to develop relevant programmes that respond to the needs of rural youth in the country.

Rural youth remains illiterate and are shamefully and mercilessly forced into child labour when they ought to be learning and enjoying life, such as the rest of their age mates. Rural youth in

Namibia are absent in policy dialogues and other decision-making processes and limited opportunities to participate in development initiatives and have limited access to ICTs compared to their counterpart in urban areas (NA, DYD 2006). Recently, Kantema-Gaomas (cited in, Namibia Broadcast Co-operation 2018) acknowledges that most rural youths have limited access to the internet attributable to excessive costs and inadequate infrastructure and further narrated that the internet is a resource that assists one obtain information on research, skills, and education.

Several of the young males and females in rural areas in Namibia lack access to information facilities. Rural libraries are often located in regional and constituency administrative centres and schools, making it problematic for youth in remote rural areas to access these centres. Also, information available in these libraries is irrelevant to rural youth livelihood.

In Namibia, not much was conducted to collect information about rural youth, and knowledge about their livelihoods remains fragmented amongst service providers.

3.4 EFFORTS TO COMBAT RURAL YOUTH POVERTY ALLEVIATION IN NAMIBIA

Efforts to address rural youth poverty in Namibia have been wide-ranging since independence in 1990. Though Namibia is characterised as one of the middle-income countries of the world, it still exhibits a high number of poor people especially rural youth. Several reports and researchers investigated on how poverty can be alleviated in the country (World Bank 2009; Jaunch 2012; NPC 2001). This presents a summary of the various strategies for addressing rural youth poverty alleviation in Namibia.

3.4.1 The Ministry of Youth, National Service, Sports, and Culture

In addressing rural youth poverty alleviation, Namibia has made a significant effort of establishing a government ministry responsible for youth matters shortly after independence. A specific directorate that deals with youth challenges were established within the ministry, the Directorate

of Youth Development. Its main mission is to provide a sustainable framework for integrated planning, collaborate with stakeholders and engage young people in national development programmes and policies that promote and enhance the development of the Namibian youth and the protection of their interests, and facilitate the provision of adequate funding for sustainable development projects in the youth sector. The overall ministry's contributing role towards the NDPs 2012/13 to 2016/17, NDP 2017/18 to 2021/22, and 'Vision 2030' are to enable young people to become responsible citizens (MYNSSC 2008).

In achieving the above mission, the DYD is required to:

- Initiate, formulate and implement the National Youth Policy
- Assess, monitor and evaluate the implemented National Youth Policy
- Develop programmes that respond to youth needs
- Develop strategies and guidelines for the implementation of the Youth Development programmes and projects
- Initiate platforms for young people to make contributions to national development
- Ensure equal opportunities in development spheres are accorded to the young people
- To secure financial assistance for the development of viable projects.

To fulfill the above mandate, the MYNSSC identified key strategic areas to address poverty among the Namibian youth. These are discussed below:

- Education and Training

The MYNSSC has recognised that education and training are lifelong processes and emphasize the need for quality education and training so that young people are socially useful and economically productive towards national development. It further recognises the need for equitable distribution of educational services and resources (NA, DYD 2006:6). In meeting this strategic area, the MYNSSC has established five

skills training centres namely; Kai/Ganaxab in the southern part of the country based in Mariental, Hardap Region, Berg Aukas in the central part of the country in Grootfontein, Otjozodjupa Region, Frans Dimbare in Divundu, Kavango-East Region, Farm Du Plessis, Omaheke Region, and Okahao Skills Training Centre in the north-central Region, Omusati. The objectives of these centres are to impart skills to out of school and unemployed young people who do not meet the basic entry requirements of conventional training centres and are unable to obtain employment due to lack of requisite qualifications.

The skills centres provide courses aimed at preparing graduates to enter the labour market or operate as entrepreneurs. The centres offer courses such as Horticulture, Agronomy, Food and Nutrition, Fashion and Design, Tailoring, Carpentry, Plumbing and Pipe-Fitting, Electrical, and Hospitality. At the Multipurpose Youth Centre, the DYD offers six months courses in computer literacy and tailoring (NA, DYD 2013).

- Environmental Education

The programme aims to create awareness, knowledge, and skills in environmental education and conservation training for the youth. This includes school going, unemployed, and out of school youth. The programme provides youth with exposure to practical conservation work and outdoor leadership skills. Participants gain practical experience, environmental awareness, and knowledge of community development within Namibia's most diverse wilderness settings (NA, DYD 2006).

- Rural Youth Development

This is also one of the programmes within the DYD, which aims at empowering young people in rural areas to acquire basic knowledge and skills through practical experience and activity-based learning. The RYD programme focuses on informal education and

training to better the livelihood of rural youth through experiential learning, life skills development, and lifelong learning activities.

- Agriculture and Land

Recognising the fact that Namibia is an agrarian society and most of the youth are in rural areas, through this programme, the MYNSSC engages rural youth in agricultural economic activities to transform subsistence farming into commercial undertaking such as agricultural projects, facilitate access to agricultural land and facilities for cultivation and farming, tax exemption on imported agricultural tools and machinery, tailor-made training to enhance agriculture production among the young people and set up marketing and export facilities for agriculture (NA, DYD 2006:7).

3.4.2. National Youth Council

NYC was established in 1994 to complement the function of overcoming challenges encountered by the Namibian youth and to create opportunities for young individuals (NA Government 2009). It aims at achieving the following specific objectives:

- Initiate viable projects for the youth and ensures that young individuals participate in spheres of development
- To facilitate, monitor and evaluate youth development programmes
- To mobilise funds necessary for youth development programmes
- Collaborate and strengthen the relation with global youth bodies on youth matters
- Promote literacy and numeracy skills amongst the youth and
- Liaise and advise the MYNSSC on issues related to youth matters.

Through the structure of the NYC, the Regional Youth Forum is also established (NYC 2005). These are representatives of the youth from Youth Organisations at the regional level and the

Constituency Youth Forum Committees. The Regional Youth Forum coordinates all regional youth activities and organisations in the regions. They serve as the representatives of NYC in the regions. Whereas, the CFCs are responsible for youth activities at the constituency level. These two representative bodies, are there once responsible for youth development programmes at regional and at constituency levels and thus possess knowledge of youth livelihoods both in urban and in rural areas (NYC 2005).

3.4.3. National Youth Service

The National Youth Service was established in 2005 as youth development and service institution under Act No.6 of 2005 (NA Government 2005). Its main aim is to promote youth development programmes through civic training, voluntary service, and skills training. The following are the programmes offered by NYS:

- Civic Education (Phase 1)

This is a training course offered for three months and is aimed at uplifting the general level of discipline amongst the recruit, inculcate a sense of patriotism and develop the youth in individuals with good physical and mental endurance, exemplary moral and ethical character and integrity.

- National Voluntary Service (Phase 2)

The National Voluntary Service is offered for at least six months. During this phase, trainees are provided individual opportunities for experiential learning at projects of national importance. This necessitated NYS to engage and enter agreements with various stakeholders and authorities at local and national levels, such as the Ministry of Health and Social Service with duties about packing medicine in the pharmacy, cleaning and administrative work, and de-bushing of roads (www.nys.com.na. Accessed, 12 March 2018).

- Skills Training (Phase 3)

This is the last phase of the NYS training programme, in which recruits are provided the opportunity to commence with skills training in one of the following fields up to vocational training level three: hospitality and food, beverage, plumbing and pipe-fitting, metal fabrication, joinery and carpentry, bricklaying and plastering, hairdressing and cosmetology, automotive mechanics; and Office Administration. Other supplements include ICT, entrepreneurship, technical drawing, mathematics, engineering, science, and building science (NYC 2005).

Also, the requirements to be admitted into NYS programmes are: Namibian youth with ages ranging from 16-35 years of age, a school leaving certificate for technical trades with required points, the youth entering the service are not compelled to have formal school certificates. An exception may be applied to specific programmes of the service that require youth to achieve a certain level of education. For the NYS to be self-sustaining, the organisation is involved in crop production (mahangu, white and yellow maize, sunflower seeds and vegetables) and livestock farming at its farms and centres, indicating, Farm Rietfontein situated between Otavi and Grootfontein in the Otjozondjupa Region, Farm Berg Aukas, situated between Grootfontein and Rundu in the Otjozondjupa Region and Farm Kangongo located in the Kavango Region in the Mukwe constituency (www.nys.com.na. Accessed, 05 November 2017).

The other government stakeholders' function was also crucial, such as the Ministry of Agriculture, Water, and Forestry, ensuring that the nation's agricultural, water and forestry resources are sustainable and equitably used for improved livelihood, well-being and wealth for all (MAWF 2014). The Ministry of Environment and Tourism was established for maintaining and rehabilitating essential ecological processes and life supported systems, to conserve biological diversity and ensuring the utilisation of natural resources is providing sustainable benefits of all Namibians, in the present and future. It is the ministry's responsibility for wildlife where rural youth also participates as a poverty alleviation strategy through community conservancies. The

Ministry of Fisheries and Marine Resources is responsible for fisheries resources. Also, the Ministry of Lands and Resettlement was established to manage, administer land, and ensure equal access to Namibia's land resource (MLR 2013:10). With all these established institutions working towards addressing rural poverty, including that of rural youth, poverty amongst the youth in rural areas continues to increase, which poses questions on whether the institutions are indeed addressing rural youth livelihood strategies.

3.5.SPECIFIC POLICIES THAT ADDRESSES RURAL YOUTH POVERTY ALLEVIATION IN NAMIBIA

Several policies address poverty in Namibia, including rural youth. These are discussed as follows:

3.5.1. Namibia Vision 2030

This is a long-term national development goal, where Namibia committed itself to become one of the developed countries in the world by the year 2030. The vision was facilitated in 2004 (NPC 2004). It took cognisance of the country's development challenges and the way forward. Its main aim is to improve the quality of life of the people of Namibia to the level of their counterparts in the developed world. It is designed as a broad, unifying vision, which serves to guide the country's five-year National Development Plans, provide direction to Government ministries, the private sector, Non-Governmental Organisations, civil society, Regional and Local Government Authorities (NPC 2008). Since this a long-term vision, it is linked to short term planning (NPC 2004).

One of the priority development challenges acknowledged by Namibia's vision 2030, is that of poverty alleviation. Where Namibia has committed itself that by 2030, poverty will be lessened by creating opportunities for equitable economic growth, local economic development, and employment creation, equal access to services, and access to income (NPC 2004:105).

Specifically, in addressing rural youth poverty, the vision acknowledges the situation of rural youth and notes that it is exacerbated by a harsher environment, with fewer resources and more problematic access to important development interventions, relevant training, and information. The vision further characterises rural areas as being low farm productivity, limited potential for income-generating activities, self-employment and a high degree of poverty, unemployment, and a lack of access to education, household food insecurity, and deficient nutritional status. Also, rural youth migration to urban areas in search of better opportunities.

NPC (2004:114) outlines the strategies for addressing youth developmental challenges such as integrating youth into the functions of societies, provide quality education and training to the youth, create employment opportunities, and facilitate recreational opportunities. Addressing the specific challenges encountered by rural youth poverty alleviation is not sufficiently acknowledged in Namibia's long-term development plan vision 2030, but rather addresses youth in general, which places a greater risk to rural youth poverty alleviation in the country.

3.5.2. National Development Plans

National Development Plans are observed to be the main vehicles to translate the vision 2030 into action and render progress towards realising the vision by 2030. Before the formulation of NDPs, shortly after independence, Namibia formulated and facilitated the Transitional National Development Plan (1992-1994), where crucial priority areas were identified such as education, health, housing, and agriculture. These priorities were subsequently reaffirmed in the first NDP 1 (1995-2000), which covered areas such as reviewing and sustaining economic growth, employment creation, reducing inequalities in income distribution, and poverty reduction (NPC 1995:7).

Soon after executing the NDP 1, preparation for facilitating the NDP 2 began. Consultative workshops were held with Government ministries and the private sectors to render contributions to the country's five-year development plan with an emphasis on sustainable development.

Introducing NDP 3 was the first attempt to translate the vision 2030 objectives into action. NPC (2008) acknowledges that this plan was drawn from vision 2030, the 2004 ruling party's election manifesto (South-West Africa People's Organisation), the Millennium Development Goals, and lessons from implemented NDP 2. In addressing youth challenges, NDP 2 acknowledged the critical function of empowering the youth in the country. Numerous strategies were outlined, such as increasing youth participation in decision-making processes, engaging youth in Small Medium Enterprises, environmental sustainability amongst the youth and youth development awareness campaigns. Whereas concerns rural youth, NDP 2 was committed to promoting leadership skills amongst rural youth (NPC 2008: 220).

NDP 4 2012/13-2016/2017 was also facilitated soon after the expiry of the NDP 3. Three major goals were formulated, which include high and sustained growth, increasing income inequality, and employment creation (NPC 2012). The year 2017, introduced the fifth NDP 2017/18-2021/22) where youth empowerment was also recognised as one of the priority sectors to be addressed. This was launched in May/June 2017. Similarities in these NDPs were noted. They address youth from a general perspective rather than differentiating between urban and rural youth. This is attributed to various livelihood strategies, encountering various challenges. Improving rural youth livelihood as strategies for alleviating poverty amongst rural youth is not sufficiently acknowledged in these plans, with certain of them making no mention of rural youth.

3.5.3. The National Youth Policy

Namibia has an existing NYP, revised and facilitated in 2006 by the leading MYNSSC. The policy aims at providing an operational framework with establishing realistic guidelines from which, action programmes and services can be developed to facilitate the meaningful involvement of young females and males in national development efforts and to enhance their livelihood (NA, DYD 2006). It recognises that young people are critical and significant grouping in Namibia and their demographic composition and socio-economic conditions pose a unique challenge to those

involved in facilitating youth development programmes. The formation of the NYP took cognisance of NDPs and national development goal vision 2030.

The NYP seeks the fulfillment of the following objectives:

- To recognise and develop a sense of self-esteem, potential, and aspirations of all young females and males of Namibia.
- To provide special services and support to the disadvantaged individual youth because of family situations, gender, disability, and inadequate representation.
- To provide guiding principles for all governmental and non-governmental agencies, consistent with issues related to youth development.
- To mobilise the Namibian youth in the urgent task of national reconstruction and development.
- To expand and improve youth access to education and training opportunities in all fields for the Namibian youth at all levels and.
- To provide opportunities for youth to develop life and work skills, which will assist them to become responsible and self-reliant members of the community.

The policy recognises the importance of planning, coordinating, cooperation, and networking amongst various institutions involved in facilitating youth development programmes to realise policy objectives and to achieve efficient and optimal utilisation of scarce resources. The MYNSSC as the responsible ministry for youth affairs possesses the responsibility for the coordination of the policy facilitation, monitoring, evaluation, and review. This is conducted in collaboration with other ministries, NGOs, and other stakeholders. The policy supposed to be reviewed every five years (NA, DYD 2006:10). Since its inception in 2006, specific policy shortfalls such as the policy review timeframe was identified as one of the major shortcomings.

3.5.4. National Rural Development Policy

The National Rural Development Policy was initiated and facilitated by the Ministry of Regional and Local Government, Housing and Rural Development, now the Ministry of Urban and Rural Development in 2012. Adopting the policy came after it was realised that several of the country's rural areas and significant population were socially and economically excluded from the country's mainstream development. In bridging this gap, the Namibian Government consulted crucial stakeholders such as policy-makers, staff members, both national and local Government levels, the staff of NGOs, research institutions, universities, and donor agencies to put efforts in the formulation of the National Rural Development Policy (MRLGHRD 2011).

The policy focus on crucial challenges identified in rural areas, The major areas related to rural youth poverty include a high level of poverty in rural areas, unemployment, rural-urban migration, low level of agricultural technology and diversification, cultural diversity, inadequate statistical data, deficient coordination of rural development interventions, limited access to development funding, lack of knowledge, food insecurity, credit facilities rural housing and deficient infrastructure and services (MRLGHRD 2011).

3.5.5. Targeted Intervention Programme for Employment and Economic Growth

In 2011, the Namibian Government initiated and facilitated a programme called Targeted Intervention Programmes for Employment and Economic Growth. Its main purpose was to address the country's unemployment challenge, including that of rural youth. The TIPEEG priority sectors were agriculture, transport, housing and sanitation, tourism, and public works. The agricultural projects targeted crop production, enhanced livestock productivity, Forest Management, and water resources infrastructure. Transport investment targeted road construction and rehabilitation and rail network development and port development. The tourism investments were aimed at increasing the number of tourists through tourism development and wildlife management programmes. Whilst the housing and sanitation programmes, targeted the servicing of land,

constructing low-cost houses and the creation of urban and rural sanitation (NPC 2011; Jauch 2013).

One weakness of the TIPEEG programme was that it excluded the analysis of the structural challenges of the Namibian economy that have caused unemployment. The TIPEEG document itself acknowledged the unemployment rate to a more acceptable level that supposed to require more strategic and long-term thinking and efforts. The document further indicated that since several TIPEEG jobs to be created were temporal, unemployment may not necessarily be reduced in a brief period.

The first target of TIPEEG did not yield expected results. According to NPC (2011), the facilitation during 2011 was rather slow and only created few job opportunities. The envisaged TIPEEG investment amounting to N\$ 3 million in NAMPORT was targeted to create around 3000 jobs, which meant that each million invested, only N\$ 1 (temporary) job supposed to be created (Haarmann 2011). Provided TIPEEG's goal of creating much-needed jobs, questions supposed to be raised on TIPEEG's approach to rural youth employment creation and poverty alleviation, but this has failed since rural youth livelihood strategies and challenges were not prioritised in the TIPEEG's approach and provided that inadequate attention was provided to rural youth, thus, there were often excluded in TIPEEG's programmes. This study puts rural youth at the centre of development, by acknowledging their livelihood strategies, their implications, challenges, and recommendations for addressing rural youth poverty alleviation.

3.6.HISTORICAL BACKGROUND OF THE STUDY AREA

Formally known as the Caprivi Region, now Zambezi Region lies in the North-Eastern part of Namibia and it possesses a distinct character compared to other regions in the country (Harring & Odendaal 2012). Geographically, the Zambezi Region is covered by the land area of 14 528 kilometres (Mendelsohn & Roberts 1997:4). Since the 18th century, the Zambezi Region was subjected to the authority of various African conquerors and colonial administrations, which had

various ambitions and strategies related to their interest in the area (Colpaert, Matengu & Polojärvi 2013:142). According to Trollope (cited in, Kangumu & Likando 2015:205), the Zambezi Region was added as part of the then German South-West Africa in 1890 under the Anglo-German Treaty, to provide access to the Zambezi River, through Tanganyika (Tanzania) and to the Indian Ocean. This attempt could not work following the intervention of the British colonisation of Rhodesia (Zimbabwe and Zambia), the Zambezi Region remained as a political and geographical entity governed by German South-West Africa (Colpaert et al 2013). It is to the Chief Germany negotiator Court von Caprivi that the region owes its name (Kangumu 2008).

The Zambezi Region was under various colonial governments such as Germany, Britain, and South Africa. Including this region into Namibia results from negotiations between Germany and other colonial governments in the 19th century. In the 1890s, Caprivi was under German South-West Africa. Whereas, during the period 1914-1918, Caprivi was taken by the British Military rule. 1921-1929, it formed part of British Bechuanaland. 1929-1939, it was administered by South-West Africa. 1940-1981, Caprivi formed part of South Africa. During 1981 to 1989, Caprivi was under the administration for Caprivians as part of South-West Africa, whereas, in 1989, it was the transitional period following Namibian independence and in 1990, when Namibia gained independence, individuals from Caprivi now the Zambezi had a crucial function in drafting and crafting of the Namibian constitution and the then Zambezi became one of the thirteen political regions and; a regional governor was appointed (Mendelsohn & Roberts 1997: 4; Mainga cited in, Zeller 2010; Fisch 1999). In 1999, the Caprivi Liberation Army launched an attack in the Caprivi Region, and a State of emergency was declared by the State (Colpaert et al 2013:148; Zeller 2009). During the year 2013, the region was renamed to the Zambezi Region.

3.6.1. Geographical location

Formally known as the Caprivi Region until 2013 after recommendations of the country's Delimitation Commission that the region is renamed to the Zambezi Region to reflect the local

Zambezi River which runs along its borders (NA Government 2013). It borders with four countries, indicating; Botswana, Zimbabwe, Zambia, and Angola. Conversely, the region “serves as the gateway to the Southern Africa Development Community Region” (Mendelsohn & Roberts 1997:4; National Planning Commission 2015:18).

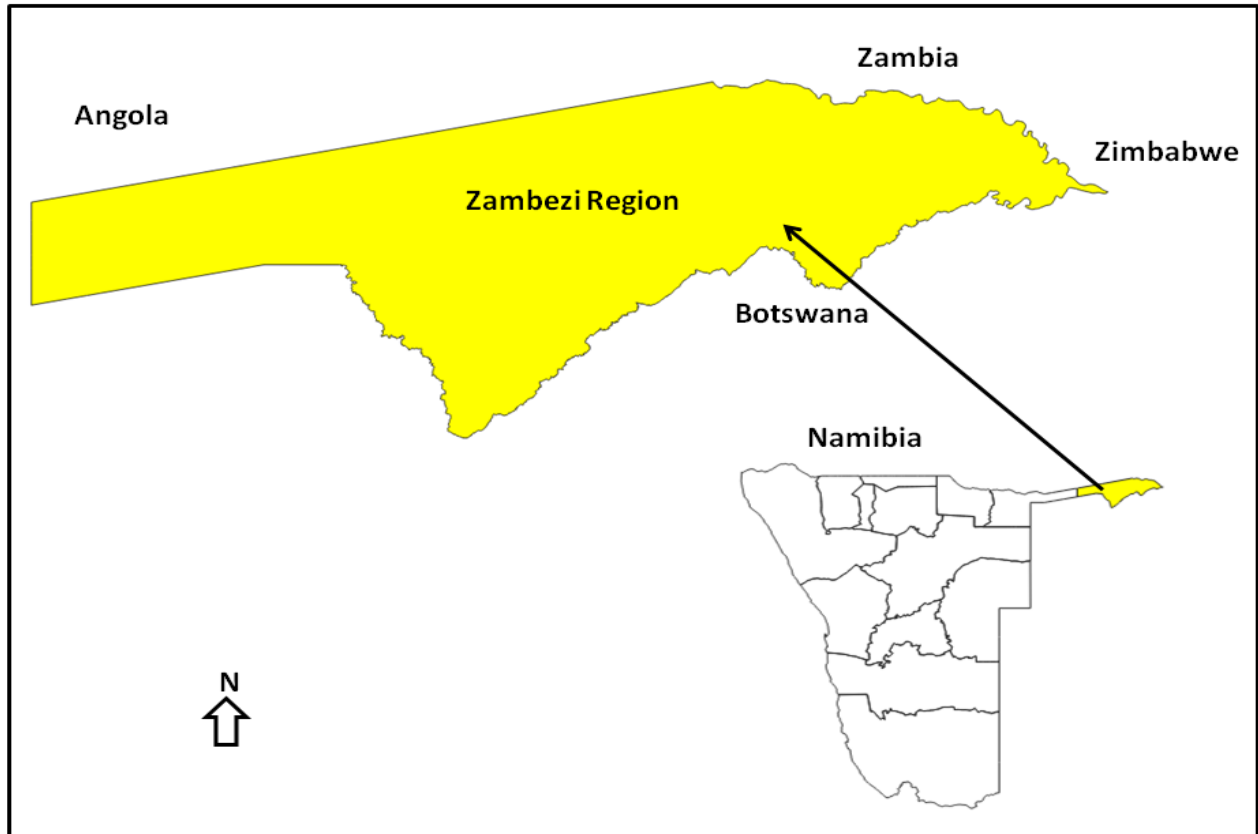
The Zambezi Region has a more tropical climate compared to other regions in Namibia. During summer, temperatures peak in September, October, and November, reaching between 32°C and 35°C. A summer day is often cloudy, temperature fairly low, especially during the period the middle and last summer months. During winter May-August, temperatures vary between 20°C and 5°C. Clear skies in winter contribute to high day temperatures. Frost in the Zambezi Region is unusual but does occur from occasionally in certain low-lying areas (Mendelsohn & Roberts 1997). During flood seasons, a significant part of the land is covered by floodwater (Jones & Dieckmann 2013:399). The average altitude of the Zambezi Region is 930 metres, the highest point being 948 metres and the lowest is 911 metre above sea level (Kangumu & Likando 2015:207).

The Zambezi Region is characterised with much rainfall during the rainy season (Mendelsohn & Roberts 1998:6; Jones & Dieckmann 2013:400), good potential for agricultural activities and tourism, especially crop farming, advanced compared to other parts of the country and thus it suggests promise that agriculture in the Zambezi Region can be improved to a level of producing enough crops that can be exported to other countries (Mendelsohn & Roberts 1997:26). The region has rivers such as the Zambezi, Kwando, Linyanti, and Chobe which supports the livelihoods of the people in the Zambezi Region (Colpaert et al 2013). The region has the largest lake in the country, Lake Lyambezi (Kauluma, Musuka & Nyimbili 2015:1).

Katima Mulilo is the only town in the region and serves as its commercial and administrative capital, also the seat of the regional council and Government ministries including the Ministry of Youth, National Service, Sports, and Culture, which coordinates youth development programmes

in the region. Eight settlement areas serve as local administrative constituency centres. These are Judea Lyamboloma, Kabbe North, Kabbe South and Katima Mulilo Urban, Katima Mulilo rural, Kongola, Linyanti, and Sibbinda constituencies.

Figure 3. 3: Map of the Zambezi Region



3.6.2. Population characteristics

The 2011 Namibia population and housing census results indicate that the Zambezi Region had a population of 90 564 people. The population was 69% rural, making it one of the most predominantly rural areas (NSA 2011: 2). The table illustrates the 2016 population size and age groups of the Zambezi Region.

Table 3. 5: The 2016 population size and age groups of the Zambezi Region inhabitants

Gender and age			
Zambezi	Total	Female	Male
Total	98849	50406	48443

During the 2016 National Labour Force Survey, it was discovered that the population size of the Zambezi Region has increased to 98,849 compared to the 2011 NLFS of 90 564. The NLFS also recorded more females compared to males in the region (NSA 2016).

Concerning the urban population, a larger proportion of the population was recorded in the Zambezi Region of 28476. More females live in urban areas compared to males (NSA 2016). Below is a summary of the urban population in the Zambezi Region.

Table 3. 6: Urban population in the Zambezi Region

Urban	Total	Female	Male
Total	28476	14742	13734

Concerning the comparison between rural and urban population, NSA (2016) indicate that the Zambezi Region has a total rural population of 70373 compared to 28476 urban populations. Implying that more people reside in rural areas compared to the urban population, despite high rural-urban migration and challenges encountered in rural areas. Table 3.7 summarises the rural population in the Zambezi Region.

Table 3. 7: Rural population in the Zambezi Region

Rural	Total	Female	Male
Total	70373	35664	34709

3.6.3. The youth population in the Zambezi Region

About the youth population, the Zambezi Region has a total youth population of 36783, from which 18623 are females compared to 18160 males. Youth aged between 15-19 years account for 12385 with a total female population of 6545 compared to 5840 male population. Youth between 20-24 years of age account for 9909 of the total population with a female population of 4705 compared to 5204 males. In this age category, the male population exceeds the female population. Youth aged 25- 29 account for 7728, with a female population of 4089 compared to 3640 male population. The last category of the youth population, according to the NLFS was that of 30-34 years of age. This group accounts for 6760, from which 3284 females and 3476 male population (NSA 2016). The table below summarises youth population size, various youth age groups, and gender.

Table 3. 8: Youth population size, gender, age groups and area, 2016

Zambezi	Total	Female	Male
Total	36783	18623	18160
15-19	12385	6545	5840
20-24	9909	4705	5204
25-29	7728	4089	3640
30-34	6760	3284	3476

Source: NSA (2016).

3.6.4. The urban youth population in the Zambezi Region

According to statistics revealed by NSA (2016) during the NLFS, it was discovered that the Zambezi region has a total urban youth population of 12288. In this figure, the female urban youth population accounts for 6262 and male 6025. These are young people living in the town of Katima Mulilo, the region's capital town. Concerning various youth age groups, youth aged between 15-19 accounts for 2863 of the total urban youth population, with 1740 female and 1122 male

population. This implies that more female population lives in a town in this age group compared to the male population in the same age group. Youth aged 20-24, accounts for 2850, with the female population of 1171 compared to 1679 male population. Concerning this group, it comprises more male than the female population. Whereas, those aged 25-29 account for 3549, from which 1913 female and 1635 male. The last group aged 30-34 represents 3027 of the total urban population, were 1438 females, and 1589 males. Table 3.9 indicates the total urban youth population in the Zambezi Region.

Table 3. 9: Youth population in urban areas in the Zambezi Region

Urban	Total	Female	Male
Total	12288	6262	6025
15 - 19	2863	1740	1122
20 - 24	2850	1171	1679
25 - 29	3549	1913	1635
30 - 34	3027	1438	1589

3.6.5. The rural youth population in the Zambezi Region

The majority of the youth population in the Zambezi Region lives in rural areas. According to NSA (2016), reveals that 24495 youths live in rural areas compared to 12288 in urban areas. This was discovered by the NLFS results conducted by the NSA during 2016. Concerning gender, rural areas in the Zambezi Region exhibit additional young females compared to young ma. Young females account for 12361, whereas, males represent a total of 12135. In rural areas, the youth depends, on agriculture and non-agricultural livelihood activities, agriculture, fisheries, forestry, wildlife (community conservancies), and entrepreneurship as poverty alleviation strategies. This was the objective of the study to analyse rural youth livelihood activities where the majority of these 24495 youth in rural areas in the Zambezi Region participate. The study analysed the agricultural and non-agricultural livelihood activities (forestry, fisheries, wildlife, and

entrepreneurship) and assessed their implications concerning rural youth poverty alleviation. The table below summarises the total rural youth population in the Zambezi Region.

Table 3. 10: Rural youth population in the Zambezi Region

Rural	Total	Female	Male
Total	24495	12361	12135
15 - 19	9523	4805	4718
20 - 24	7059	3534	3525
25 - 29	4180	2175	2005
30 - 34	3734	1846	1888

Source: NSA (2016)

3.7.LANGUAGE GROUPS

Most spoken languages in the Zambezi Region are Silozi, Subia, Yeyi, Mafwe, and Mbukushu. A tiny minority of individuals called the Khwe, the San language group have settled in the Western part of the Zambezi Region (Boden 2009; Jones & Dieckmann 2013:400; Suzman 2001:54). The region is divided into four areas of customary jurisdiction over land, each headed by a traditional court indicating; Subia, Yeyi, and others by Mafwe respectively. The region has four recognised traditional authorities indicating; the Masubia led by Chief Liswani, Mafwe by Chief Mamili, Mayeyi under Chief Shufu, and the Mashu led by Chief Mayuni (Jones & Dieckmann 2013:400).

Traditional Chiefs are the heads of courts. Each area of jurisdiction is subdivided into sub-areas, which refers to a constellation of villages that render up a tribal district or ward. Headmen head the villages; these are sub-villages, which form the lowest level of the customary administrative system. Most decisions affecting the lives of young people are taken at the village level and village authorities are the most accessible structures through which external development agents can directly reach and mobilise individuals. They also have a crucial function in mediating access to and use of all forms of customary property in local communities (Werner 2002:13).

3.8.LIVELIHOODS IN THE ZAMBEZI REGION

3.8.1. Agriculture

Livelihoods in the Zambezi Region are composed of several income streams. Agriculture, fishing, wildlife and tourism, entrepreneurship, forestry, wages and salaries, cash remittances, pensions, play significant a role in the lives of the rural people, including youth in the Zambezi Region. Agriculture remains one of the important livelihood activities in the region. It enables individuals to generate income, food, and employment (Jones & Dieckmann 2013). Farming is dominated by rain-fed cropping and livestock farming. The main crops grown in the Zambezi Region are pearl millet (mahangu), maize, and sorghum, but maize remains the main grain produced by most rural

people compared to millet and sorghum. Other minor crops include various vegetables, pumpkins, beans, groundnuts, and watermelons (Mendelsohn & Roberts 1997:28).

Crop farming in the Zambezi Region is characterised as that of low input, low output system, indicating that investing in agriculture about inputs is low, resulting in low yields and outputs. In combination, these factors, unreliable rainfall, low inputs, and low levels of agricultural technologies, results in low yields of agricultural produce in the Zambezi Region (Mendelsohn & Roberts 1997:28). Despite the high rainfall pattern reported to be received in the region, precipitation varies dramatically between rainy seasons leading to regular droughts. Though farming in the Zambezi Region is classified as subsistence attributable to most farmers cultivating small portions of land, possessing small herds of cattle; it suggests also a growing trend of wealthier individuals farming commercially on larger areas of land. Farm products are sold in various ways, either through local bartering and sales within villages, maize, and sorghum to purchasing agencies in Katima Mulilo, such as Kamunu Wholesalers and Namib Mills (Mendelsohn & Roberts 1998:28).

Livestock is also crucial in the livelihoods of the rural individuals in the Zambezi Region (Akashambatwa, Zuwarimwe & Teweldemedhin 2017:94; Nyambe 2013). They are the source of income for some rural households in the region. Despite generating income, livestock is also crucial in the culture of the communities. Livestock is also used during crop cultivation as draught power. Access to draught power enables rural people to cultivate larger areas. Livestock has also remained a source of security for income, consumption, and cultural practices. They are often called people's bank accounts because they serve as investments and as reserves in times of need. Livestock serves as an indicator of livelihood security (Long 2004:59). The Meat Corporation of Namibia managed abattoir in Katima Mulilo, which was the only formal market infrastructure in the Zambezi Region. Since then, the auction facility was constructed providing an alternative market to Meatco. Meatco (2016) reports that operating Meatco abattoir in Katima Mulilo was

ceased attributable to high operational costs. There is a plan underway to reopen the Katima Mulilo abattoir.

The study analysed these agricultural livelihood activities where rural youth are engaged and assessed them concerning rural youth poverty alleviation. The study also investigated the challenges impeding rural youth poverty alleviation in agricultural livelihood activities in the Zambezi Region. The study further investigated the views of policy-makers responsible for agricultural livelihood such as agricultural extension officers, the agricultural bank of Namibia, management of the Ministry of Agriculture, Water and Forestry on rural youth poverty alleviation through agriculture for possible recommendations to effect policy changes to engage rural youth in agricultural activities to sustain livelihood and alleviate poverty amongst the youth in rural areas.

3.8.2. Natural resources

The Zambezi Region is rich in natural resources such as vegetation, wildlife, fisheries, and forestry which supports the livelihoods of the more rural population (NA, Research Information and Information Services 2011:105; NSA 2011; NPC 2004:10). These are discussed in detail:

3.8.2.1. Forestry

Concerning individuals' access to fuelwood, timber, and thatching grass remain critical in meeting the basic needs of the individuals in the Zambezi Region. Timber and thatching grass are needed for constructing dwellings. The vast majority of rural individuals live in traditional dwellings and several of the areas are without electricity, thus, it depends on wood or charcoal for cooking (Mendelsohn & Roberts 1997). Several domestic utensils such as baskets, eating utensils, and some agricultural tools are manufactured from wood and thatching. A wide variety of wild fruits, nuts, berries, leaves, roots, and bark are collected to supplement diets and provide medicines and other household items (Ashley & LaFranchie 1997; Jones & Dieckmann 2013). Apart from their subsistence use, poles are sold to local individuals or exchanged for other goods between

neighbours. Carving, weaving and other craft generate income for some community members. Products are sold specifically to tourists along the main roads and local lodges. Most carvings are conducted by men, whilst females do the weaving of baskets compared to men. Suich & Murphy (2002) discovered that males were the highest earners of basket weaving in the region.

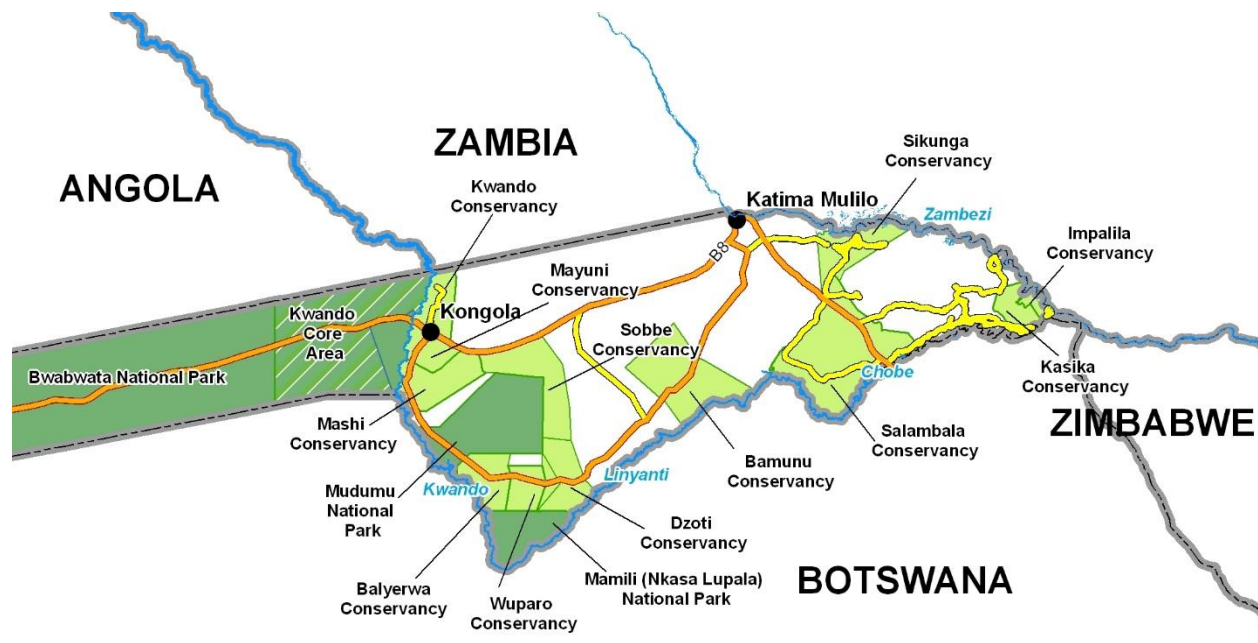
Currently, the Zambezi Region has a total of eight registered community forests, indicating; Lubuta, Kwando, Masida, Sachona, Sikanjabuka, Bukalo, Zilitene and Izimwe community forests (Kangumu, personal communication 2017, May 18). The study analysed these forestry livelihood activities where rural young males and females participate in the Zambezi Region and assessed their implications concerning poverty alleviation. The study also explored problems impeding rural youth poverty alleviation in forestry activities in the Zambezi Region. The study explored the views of policy-makers responsible for forestry livelihood activities such as management of forestry in the MAWF, forestry technicians responsible for facilitating forestry-related programmes and projects in the Zambezi Region, community forestry committees responsible for managing community forests in response to rural youth poverty alleviation through forestry activities and also for possible recommendations to effect policy changes to engage rural youth in forestry activities to improve their livelihood and alleviate poverty.

3.8.2.2. Wildlife and tourism

Wildlife and tourism provide a wide range of income streams. To benefit from such prospects is distributed unevenly across the region. Areas nearby rivers and close to protected areas such as parks and reserves have the highest potential to be developed for tourism or trophy hunting. In 1998, developing communal conservancies began (Weaver & Petersen 2008:48; Namibian Association of CBNRM Support Organisations 2013). Sixteen conservancies were registered in the Zambezi Region; these are Impalila, Kabulabula, Kasika, Nakabolelwa, Salambala, Lusese, Sikunga, Bamunu, Dzoti, Buparo, Barerwa, Sombe, Mashi, Mayuni, Kwando and Kyaramacan conservancies (Saisai, personal communication 2017, June 14). Conservancies enable their

members to share the income generated from tourism activities based on wildlife and trophy hunting. These income-generating activities benefit members in the form of cash payouts, meat distribution, community development projects, and income household distribution. The same income is paid at a cost to villagers in the form of compensation in the case of Human-Wildlife Conflict. The figure illustrates certain of the registered conservancies in the Zambezi Region.

Figure 3. 4: Registered conservancies in the Zambezi Region



Source: www.virtualtourist./travel/Africa/Namibia/Caprivi 2016.

The study analysed wildlife activities in the Zambezi Region where rural youth participate, with emphasis on rural youth in communal conservancies either as members, employed in these activities, and those who have reaped benefits from conservancies in any form and assessed these conservancy activities concerning rural youth poverty alleviation. The study also explored challenges impeding rural youth poverty alleviation in these activities in the Zambezi Region. The study also explored the views of communal conservancy committees responsible for the management of these conservancies in the Zambezi Region in response to the rural youth poverty

alleviation through wildlife and for possible recommendations for conservancies to engage rural youth in their activities to improve their livelihood and alleviate poverty.

3.8.2.3.Fisheries

The fishery in the Zambezi Region is essential for livelihood improvement and poverty alleviation for the majority of the people in the region (Purvis 2001). The trade-in fish products are especially important to the rural communities with limited means of Income Generation Activities. Fishery products in the Zambezi Region are also important for the exchange of other essential commodities (Næsje, Hay, Purvis, Hamukuaya, Kapirika & Abbott 2002:3). Rural youth in the Zambezi Region participates in fisheries activities. The study examined these activities in the Zambezi Region both projects and individual fishery and assessed their implications on poverty alleviation amongst the youth. The study also explored challenges impeding rural youth poverty alleviation in fishery activities in the Zambezi Region. Further, the study also investigated the views of policy-makers responsible for fisheries management, fisheries technicians responsible for facilitating fisheries programmes and projects in the Zambezi Region and fisheries committees in charge of managing fishery activities at the community level for possible recommendations to effect policy changes to engage rural youth in the fishery to improve their livelihood and alleviate poverty.

3.8.2.4.Land

Land in the Zambezi Region belongs to the State. Different tenure can be identified in the region. The State-controlled areas include the Mudumu, the Mamili National Parks and forests. The quarantine camps and the rice research project near Kalimbeza are also State agricultural projects. Katima Mulilo townlands refer to a statutory boundary that defines the urban area of Katima Mulilo that falls under the jurisdiction of the Katima Mulilo Town Council. Whereas, land controlled by traditional authorities, is administered by the traditional leaders. Shortly after independence, the Namibian Government began with the land reform programme aimed at

redistributing land as a way of achieving sustainable economic development, reduce income inequality, and reducing poverty.

The Communal Land Reform Act was introduced in 2002, providing for establishing Communal Land Boards and registration of all land rights held in communal areas. The primary functions of Communal Land Boards include to exercise control over the allocation and/or cancellation of customary land rights and to consider applications for rights of leasehold. The Act provides for the inheritance of customary allocations through the traditional authority of a particular area. It also seeks to render unused communal land available to individuals under leasehold to promote agricultural development (NA Government 2002; Colpaert, Matengu & Polojärvi 2013). The decisions of the traditional authorities have legal effects after ratification and registration by the Communal Land Board (Legal Assistance Centre, cited in, Colpaert et al 2013:145). A Communal Land Board exists in the Zambezi Region, comprising twelve members. Key stakeholder nominates these organisation members from traditional authorities to line ministries. A minimum of four females must serve on the Communal Land Board including conservancies. The Minister of Lands and Resettlement appoints them for three years (Legal Assistance Centre 2009:12; Thiem 2014:26).

Rural individuals in the Zambezi Region hold rights to land zoned for agricultural use. Residential rights and rights to cultivate are permanent. Most agricultural activities such as cropping occur along rivers and in areas flooded occasionally. Despite the riverside, cropping is conducted in areas covered by woodlands (Mendelsohn & Roberts 1997:28). The study examined rural youth participation in agricultural land activities in the Zambezi Region and assessed its implications on rural youth poverty. The study further explored problems impeding rural youth poverty alleviation through land and engaged the Communal Land Board in the Zambezi Region and traditional authorities for recommendations for engaging rural youth in the deliberation of land issues that contribute to poverty alleviation.

3.9. POVERTY IN ZAMBEZI REGION

Since over half of the population in the Zambezi Region lives in rural settings, they are characterised by poverty. This was revealed by (NPC 2015:15) during the country's National Poverty Mapping, which placed the Zambezi Region on the top list of five regions in Namibia with high incidences of poverty. Between 2001 and 2011, the region recorded increases in poverty by 7.2%. The table illustrates the poverty headcount rate of the Zambezi Region.

Table 3. 11: Zambezi Region Poverty Headcount Rate, 2011

Zambezi Region	2011	Rank	Change
Kabbe Constituency	49.1	4	7.0
Katima Mulilo Rural	43.0	5	4.7
Katima Mulilo Urban	17.2	6	10.8
Kongola	58.1	1	10.7
Linyanti	49.4	3	8.1
Sibbinda	55.0	2	9.2
Regional rate	39.3		7.2

Source: NPC (2015:15).

As evident from Table 3.11 above, the highest incidence of poverty was observed in the Kongola constituency with 58.1% ranked number one, followed by Sibbinda Constituency, then Linyanti, Kabbe, Katima Mulilo rural and lastly Katima Mulilo urban constituency, with regional 39.3 for the Zambezi Region. It is also evident from Table 3.11 above that poverty incidences are higher in rural areas than in urban areas. For instance, the Katima Mulilo urban constituency accounts for 17.2% of poverty compare to individuals to all constituencies in rural areas. It is the lowest constituency ranked number six.

Despite the lowest poverty rate in the Katima Miulilo urban constituency, the incidences of poverty have increased by 10.8%. This is attributed to rural-urban migration, with most migrants being

young individuals from poorer constituencies. Katima Mulilo is the main town in the Zambezi Region, it is a preferred destination in the region. Many of the young individuals from rural areas are ill-equipped for the job market and end up living in deplorable conditions without jobs (NPC 2015:15).

Whereas, rural constituencies, comprise populations including rural youth, who depends on subsistence agriculture, mostly on land for crop production and livestock rearing, natural resources such as forestry, wildlife, and tourism and fisheries activities. Regarding the adult population, specifically, the elders also meet their livelihood goals through social transfers such as an old pension. The literacy rate for the population above the age of 15 years is estimated at 84%, whilst the youth literacy rate is at 93% (NPC 2015). Despite this high literacy in the Zambezi Region, the region exhibits high youth unemployment in all its constituencies with 60.0% (NSA 2017:17). It is against this background that the research established it critical to analyse rural youth poverty alleviation in the Zambezi Region: problems and possibilities by examining major livelihood activities where rural youth in the Zambezi Region participates, the agricultural and non-agricultural livelihood activities and assessed them concerning poverty alleviation. The study also examined the challenges that impend effective rural youth poverty alleviation in these livelihood activities. With extreme poverty incidences in the region, challenges are experienced by rural young individuals in meeting their livelihood goals on these livelihood activities. The study also established it critical to engage policy-makers responsible for these livelihood activities for recommendations to effect policy changes to engage rural youth in agricultural and non-agricultural livelihood activities to alleviate poverty amongst rural youth.

3.10. PROFILE OF THE STUDY AREA

The study was conducted in the Zambezi Region as presented earlier. The region is divided into eight constituencies, these are Judea Lyamboloma, Kabbe North, Kabbe South, Katima Mulilo Urban, Katima Mulilo rural, Kongola, Linyanti and Sibbinda constituencies. Each constituency is comprising various villages.

For this study, the researcher divided the Zambezi Region into constituencies and chose six constituencies indicating; Katima Mulilo rural, Kabbe North, Linyanti, Kongola, Judea Lyamboloma, and Sibbinda constituencies. It is important to indicate that these constituencies were not only selected based on Government administrative centres, but the selection of these constituencies was based on rural youth participation in agricultural and non-agricultural projects and activities (agriculture, fisheries, forestry, wildlife, and entrepreneurship). As a case in point, Kongola constituency is a dynamic and vibrant constituency in wildlife conservancies, fisheries, and agricultural youth projects. It comprises 29 areas. The main livelihood activities for the youth in these villages are agriculture, mostly crop and livestock, wildlife conservancies, forestry, and fishery. It is the poorest Constituency in the Zambezi Region. The study was conducted in three areas Kongola, Singalamwe, and Choi.

Kongola is one of the areas in the Kongola constituency, located along the Trans Caprivi Highway connecting the Zambezi Region from the Kavango Region. It serves as a capital of the Kongola constituency with administrative centres such as the Ministry of Agriculture, Water and Forestry, the constituency office, Ministry of Youth, National Service, Sports and Culture, and the Directorate of Works in the Ministry of Works, Transport and Communication. Also, it has a petrol station and wholesale. Despite the area located close to the national power line, most villages are without electricity (Inambao 2010). The majority of rural youth in the Kongola area participate in wildlife conservation and agriculture. Whereas, Singalamwe is also one of the areas in Kongola constituency, situated 15.2 kilometres from Kongola, where one of the largest youth agricultural and fishery projects in the Zambezi Region is located. Whilst, Choi area is also part of the Kongola constituency situated 7.4 kilometres from Kongola. This is where the Mashi Traditional Authority is located responsible for land distribution and where young individuals participate in fishery activities.

The Linyanti constituency comprises 13 areas. The study was conducted in four areas indicating; Masida, Kapani, Malengalenga, and Linyanti. The selection of these villages was based on

agriculture, fishery, and wildlife conservation activities. For instance, Masida is situated 80 kilometres from Katima Mulilo, it comprises Sobbe conservancy where the majority of youth members participate. Whilst, Malengalenga is located 90 kilometres from Katima Mulilo, situated alongside three local rivers referred to as Dzoti, Hanyini, and Pitakwenda in Siyeyi local language, where youth are engaged in fishery livelihood activities. Whereas, the Linyanti and Kapani villages are one of the areas in the Zambezi Region with higher crop cultivation. The 2014 Zambezi Dryland maize champion, emerged from these villages (Namibian Agronomic Board 2014). The Linyanti Constituency is one of the poorest constituencies in the Zambezi Region. The livelihood activities of the youth in this constituency comprise agriculture, wildlife conservation, forestry activities, and fisheries.

Sibbinda constituency comprises 28 areas. The study focussed on four areas indicating; Kanono, Masokotwane, Lusu, and Sibbinda. As a case in point, Kanono was selected based on youth participation in agricultural activities. It is one of the villages with high crop production in the Zambezi Region. Lusu was selected based on youth participation in fishery livelihood activities. The village is situated alongside Lake Liambezi where fishery activities are taking place. Whereas, Sibbinda and Masokotwane are known for forestry, entrepreneurship, and agricultural activities. The Sibbinda Constituency is the second poorest in the Zambezi Region.

Kabbe North constituency comprises 25 areas. The study was undertaken in four areas indicating; Lisikili, Kalimbeza, Lusese, and Mubiza. The selection of these villages was based on youth participation in agricultural and non-agricultural livelihood activities. For instance, Lisikili was selected based on fishery livelihood activities. It is on the bank of the Zambezi River, which borders with Zambia. The Likunganelo fish farm, one of the few fishery projects in the Zambezi Region is in this area. Kalimbeza and Lusese were selected based on wildlife conservation where youth are engaged. Whereas, Mubiza was based on youth participation in forestry activities. The main livelihood activities in the Kabbe constituency are agriculture, mainly crop and livestock

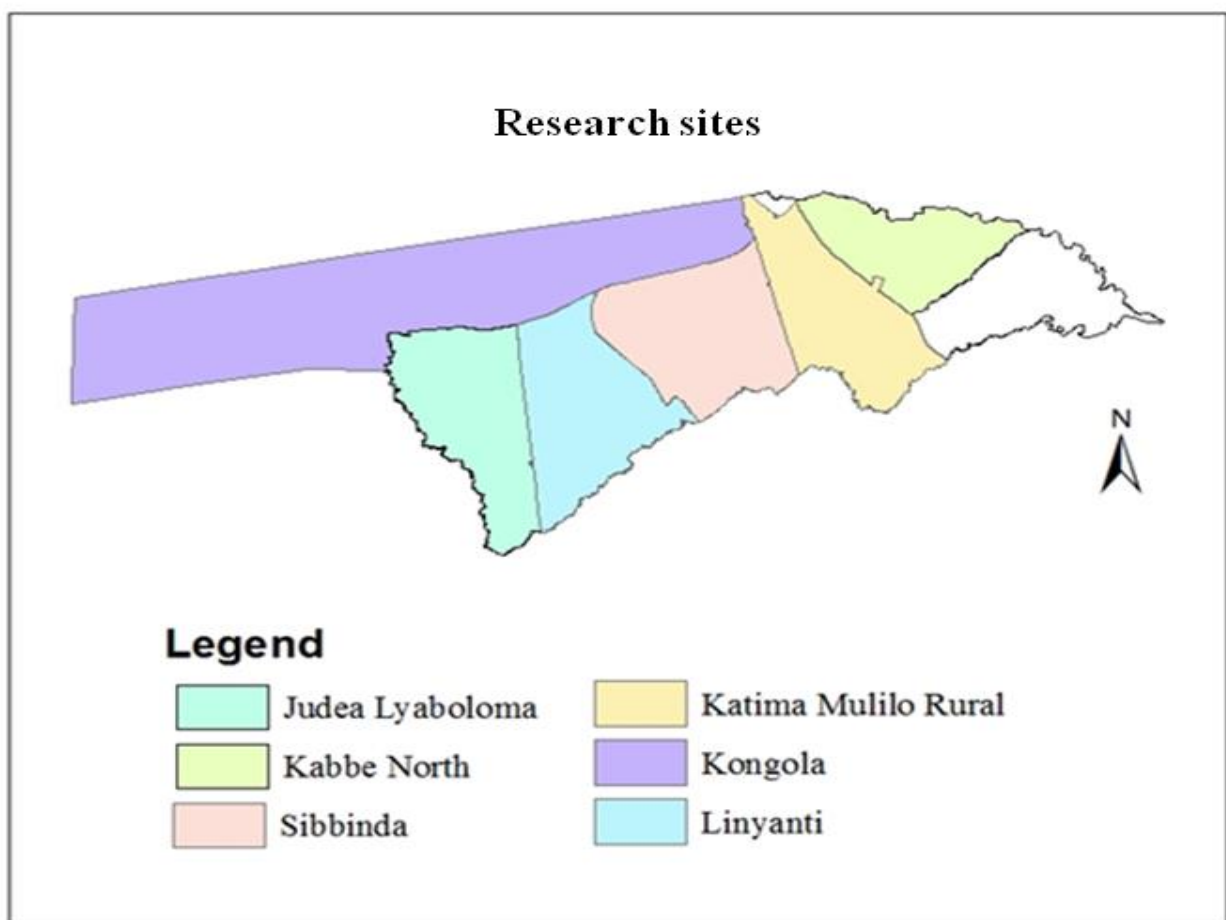
production, fishery, wildlife conservation, and forestry activities. Kabbe is the fourth poorest constituency in the Zambezi Region.

The Judea Lyamboloma constituency comprises 18 areas. The study was conducted in four areas' indicating; Sangwali, Liashulu, Namushasha, and Sachona. The areas were selected based on rural youth participation in agriculture, forestry, entrepreneurship, and wildlife conservation. For instance, Sangwali was selected based on youth participation in entrepreneurship and wildlife conservation. Liashulu was based on fishery livelihood activity. This area is located alongside the Kwando River, where the majority of young males and females are engaged in fishery activities. Also, Namushasha and Liashulu areas were selected based on wildlife conservation and fishery activities. These areas are located alongside the Mudumu and Mamili National Parks, where young individuals engage in wildlife conservation activities. Whereas, the selection of Sachona area was based on forestry livelihood activities. A registered community forest exists in this area, referred to as Sachona community forest, which lies entirely in Mashi Conservancy and embraces the conservancy's essential area. It borders with Mudumu in the south and Lubuta community forest in the east. The area is generally dominated by mopane woodland. Mopane is widely used as a building material and for firewood. Sachona is known for its high density of devil's claw and is cooperating with Mashi and Lubuta in sustainable harvesting and marketing of the high-value indigenous plants.

Katima's rural constituency is divided into 24 areas. The main livelihood activities for the youth in this constituency are forestry, fisheries, agriculture, entrepreneurship, and wildlife conservation. The study was conducted in four areas, indicating; Miyako, Bukalo, Sikanjabuka, and Zilitene. These areas were selected based on youth participation in forestry, wildlife, and fisheries activities. For instance, Miyako and Zilitene were selected based on fishery livelihood activities. These areas are situated alongside the Lake Liambezi. Lake Liambezi is an ephemeral lake, situated between the Namibia and Botswana border, between the Linyanti channels in the west and the Chobe in the east (Hay, Næsje, Kapirika, Koekemoer, Strand, Thorstad & Hårsaker 2002; Hay & Van der Waal

2009), is inhabited by 43 fish species. Zilitene was also selected based on forestry livelihood activities. Sikanjabuka area was also selected based on the majority of rural young individuals participating in the local registered community forest. Whereas, Bukalo situated 40 kilometres south-east of Katima Mulilo in the flood plans of the Zambezi Region, was proclaimed as a village council in 2013 by the Government of Namibia. After the proclamation, a village council was established. This is where the Masubia Royal Headquarters is located and where the majority of the youth participate in entrepreneurship.

Figure 3. 5: The research sites of the study



3.11. CONCLUSION

The chapter presents an overview of Namibia by providing the geographical location, population, agricultural, forestry, fishery, tourism, and wildlife development and land. The chapter also looked at how the concepts youth and poverty are perceived in Namibia, the challenges encountered by rural youth, efforts to address the challenges, and existing policies aimed at addressing rural youth poverty in Namibia. The chapter further provides the historical background of the Zambezi Region, with a focus on the geographical location, population, language groups, and livelihood strategies. Further, the chapter also provides the profile of the study area where the research was conducted. The following chapter provides a detailed explanation of the research methodology employed in conducting the study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. INTRODUCTION

This chapter presents the research design, population, sampling, data collecting procedures, data collection instruments that were used to collect data, pilot study, data analysis strategies, validity and reliability, and ethical considerations.

A mixed-methods approach was used in this study. The study dealt with rural youth participating in agricultural and non-agricultural livelihood activities and projects (agriculture, forestry, fisheries, wildlife, and entrepreneurship), youth officers, regional youth forum, agricultural extension officers, fisheries and forestry technicians, members of the Zambezi Communal Land Board, agricultural bank, conservancy and forestry committees, traditional authorities, constituency offices and policy-makers' views regarding rural youth poverty alleviation in the Zambezi Region.

4.2. RESEARCH DESIGN

The study employed a mixed-methods approach to appropriately address the purpose of the study, but with an emphasis on qualitative research. The implication of this approach is indicated:

4.2.1. Qualitative research approach

The study adopted a qualitative research approach attributable to the nature of the study. As presented in chapter 1, the study focussed on rural youth poverty alleviation: problems and possibilities in the Zambezi Region. The subjective views and experiences of rural youth engaged in agricultural and non-agricultural livelihood activities (agriculture, forestry, fisheries, wildlife,

and entrepreneurship), youth officers, regional youth forum, agricultural extension officers, fisheries and forestry technicians, the Zambezi Communal Land Board, agricultural bank, conservancy and forestry committees, constituency offices, traditional authorities in the region and policy-makers' views regarding rural youth poverty alleviation: problems and possibilities in the Zambezi Region, were perceived as vital in determining how rural youth agricultural and non-agricultural livelihood activities can improve their livelihood and alleviate poverty. The underlying advantages of qualitative approach result in its interpretive character that of discovering the meaning events have for individuals who experience them (Hoepfl 1997), or what DeVos, Strydom, Fouche & Delport (2005:74) claim as "understanding the social life and the meaning that individuals attach to everyday life". Previous, Firestone (1987:16) concludes that the interpretive approach holds the view that "the reality is socially constructed through individual or collective definition of reality" by adopting this approach, the researcher attempted to understand the subjective reality from the perspective of an insider, rather than an outsiders' perspective dominate in the quantitative research approach (Creswell 1994; DeVos et al 2005: 74; Wiling 2001).

Although a mixed-methods approach was adopted, the study relied mainly on a qualitative research approach for the sake of utilising narratives and descriptions to understand the phenomenon from the perspectives of the participants in the study. As part of the mixed-methods approach, a quantitative research approach was applied to the collection and analysis of structured questions that were presented in numerical data from demographic characteristics of the respondents, vulnerability context and access to livelihood assets, and problems that impede rural youth participation in agriculture and non-agriculture activities. In line with the results presented by Creswell (2013) on the value of a mixed-methods approach, the combination of figures, charts, tables, and narrative reports contributed to increased insight into rural youth poverty alleviation, problems, and possibilities in the Zambezi Region.

A case-study design was employed. The advantages of this design are that it provides comprehensive data on the subject under investigation; it investigates a contemporary phenomenon

in its real-life context (Yin 2009). For this study, the case-study design provides detailed information on rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region, their implications concerning poverty alleviation, problems that impend effective rural youth poverty alleviation and the presentation of the views of policy-makers on rural youth poverty alleviation.

4.3. POPULATION

Best & Kahn (2006:13) defines the population as any group of individuals that has one or more characteristics in common and of interest to the research. The target group for this study was comprising rural youth participating in agricultural and non-agricultural livelihood activities and projects, indicating; agriculture, forestry, wildlife, entrepreneurship, and fisheries. These were the main rural youth livelihood activities in the Zambezi Region. The study also comprises youth officers in the Zambezi Region in the Ministry of Youth, National Service, Sports and Culture, agricultural extension officers, fisheries and forestry technicians, officers at an agricultural bank, the Zambezi Communal Land Board, the conservancy and forestry committees and constituency offices and traditional authorities. The study also targeted the regional youth forum representative of youth organisations in the Zambezi Region, including selected youth development, agriculture and non-agricultural activities' policy-makers at the national level.

4.4. SAMPLE

In this study, three types of sampling techniques were employed. These were purposive sampling, snowball sampling, and stratified sampling. DeVos et al (2005:328) define purposive sampling as “choosing a particular case because such a case illustrates certain features or processes of interest for a particular study”. In this study, it was believed that rural youth participating in agricultural and non-agricultural livelihood activities and projects (agriculture, forestry, wildlife, fisheries, and entrepreneurship), youth officers, regional youth forum, agricultural extension officers, fisheries and forestry technicians, Zambezi Communal Land Board, officers at an agricultural bank in the

Zambezi Region, conservancy and forestry committees and constituency offices (councillors and support staff), traditional authorities in the region and policy-makers at the national level, were appropriate in responding to the research questions. Snowball sampling was also used in the study, which refers to “a technique for finding research subjects. One subject provides the researcher the name of another subject, who in turn provides the name of a third and so on” (Vogt 1999). In this research, the study selected a small pool of rural young individuals referred to as informants to nominate, through their social networks, other youth participating in agricultural and non-agricultural livelihood activities in their areas. The researcher requested their contacts, gained consent, and asked them to participate in the study.

The study had a total size sample of 223 respondents, including focus group discussions. The study began with the group of respondents which comprised 150 rural youth engaged in agricultural and non-agricultural livelihood activities, who possess experience and exposure in agricultural and non-agricultural livelihood activities and projects; and their implications on poverty alleviation in the Zambezi Region were selected using the purposive and snowball sampling, 30 rural youth participating in each of the following livelihood activities and projects; agriculture, forestry, entrepreneurship, wildlife, and fisheries. Interviews were conducted with eight youth officers responsible for rural youth agricultural and non-agricultural livelihood activities and projects in the Zambezi Region and one Regional Youth Forum Coordinator. The study also drew and interviewed five Constituency Youth Forum Committees (Katima Rural, Kabbe North, Linyanti, Kongola and Sibbida) from eight members of the Regional Constituency Youth Committees in the Zambezi Region, three members from each constituency because these are the individuals dealing directly with rural youth in these particular constituencies. Also that in constituencies, more rural youth participate in agricultural and non-agricultural activities and several rural youth livelihood projects aimed at poverty alleviation were established in the region. The study used questionnaires for agricultural extension officers dealing directly with agricultural rural farmers, forestry technicians responsible for forestry livelihood activities in the Ministry of Agriculture, Water and

Forestry and fisheries technicians in the Ministry of Fisheries and Marine Resources responsible for fisheries activities in the region.

Besides, the study also drew six managers of the Directorate of Youth Development, who are policy-makers in the MYNSSC; four management of the National Youth Council, six management staff of the MAWF, from departments; agricultural Production and Extension Services, Research and Development and Forestry who are policy-makers. Also, two management staff in the MFMR, responsible for policy-making in fishery activities. The study also employed the stratified random sample. The advantage of a stratified random sample as used in this study was that it allowed the researcher to select the sample strata using the same demographic characteristics (Alreck & Settle 1995). In this study, rural youth demographic characteristics of gender, age, livelihood activities, and projects engaged in and geographical location, were considered in the sample selection.

Table 4. 1. Total size sample of the study

Group	Number of respondents	Activities/ area of representation	Data collection methods
Rural youths	150 respondents	30 from each activity, namely; agriculture, forestry, fisheries, wildlife (conservancy) and entrepreneurship	Interview schedules
Youth officers	8 respondents	Responsible for rural youth agricultural and	Questionnaire

		not agricultural activities and projects	
Agricultural Extension Officers/ Forestry and Fisheries Technicians	9 respondents	3 from each of the following; agriculture, forestry, and fisheries	Questionnaire
Regional Youth Forum Coordinator	1 respondent	Responsible for overseeing the regional youth programmes	Questionnaire
Constituency Youth Forum Members	15 respondents	Responsible for implementing Constituency youth programmes	Interviews schedules
Management of the Directorate of Youth Development	6 respondents	Youth Development policy markers	Questionnaire

Management of National Youth Council	4 respondents	Youth Development policy markers	Questionnaire
Management of the Ministry of Agriculture, Water and Forestry	6 respondents	Agriculture and forestry Policy markers	Questionnaire
Management of the Ministry of Fisheries and Marine Resources	2 respondents	Fisheries Policy markers	Questionnaire
Total number of respondents	201		

The study also held a focus group discussion with five constituency offices (Katima Rural, Kabbe North, Linyanti, Kongola, and Sibbida) from a total of eight constituency offices in the Zambezi

Region. The focus group discussion comprising constituency councilors and support/ administrative officers, because these are the individuals dealing directly with the community and rural youth in these constituencies. Also, support/ administrative officers are responsible for administering and implementing community development activities in their respective constituencies, which includes youth livelihood programmes. Whereas, councilors are political heads of constituencies. These groups comprised of three to four members including constituency councilors. The study also conducted focus group discussions with three main traditional authorities from four traditional authorities in the region, the Masubia, Mafwe and Mashi traditional authorities, which comprised of six to eight members per group. Another focus group discussion was also held with staff at Agricultural Bank in the Zambezi Region since these give out loans to rural farmers in the Region. The group consisted of about six members. The study also conducted focus group discussions with eight conservancy committees (Salambala, Mayuni, Sikunga, Sobbe, Mashi, Nakabolelwa, Bamunu and Lusese conservancies) from the total sixteen regional conservancies; four community forests committees (Sikanjabuka, Sachona, Bukalo, and Zilitene) from the total eight community forests.

Table 4. 2. Summary of Group Discussions

Group	Composition	Activities/ area of representation	Data collection methods
Group 1: 8 Conservancy Committees	Conservancy committee members	Wildlife conservancy	FGDs

Group 2: 4 Community forest Committees	Community forest committee members	Forestry	FGDs
Group 3: 5 Constituency offices	Support/ administrative staff and Constituency Councillors	Responsible for implementing community development including rural youth livelihood programmes, and projects	FGDs
Group 4: 3 Traditional Authorities	Senior Headmen at Traditional Authorities' headquarters	Responsible for communal land distribution	FGDs
Group 5: 1 Communal Land Board members	Members of the communal land Board	Administration of communal land	FGDs

Group 6: 1 Agricultural Bank of Namibia	Staff members of Agricultural Bank (Zambezi Region)	Responsible for agricultural loans in the Zambezi Region	FGDs
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4.5. DATA COLLECTION PROCEDURES

A letter to conduct the study was obtained from the University of South Africa, Department of Development Studies. A copy of this letter together with a letter entitled ‘Permission to conduct Ph.D. research’, drafted and presented to the management of the MYNSSC in Windhoek Head Office, NYC headquarter in Windhoek, MAWF, MLR, MFMR, Zambezi Regional Council responsible for constituency offices, the Governor’s office in the Zambezi Region responsible for traditional authorities and, conservancy committees, as evidence of conducting the study. Interview questions for rural youth and traditional authorities were translated from English into Silozi, and back into English to ensure the conceptual equivalence. An expert from the MYNSSC, Directorate of Youth Development, and NYC verified the translation.

After a pilot testing and revision of the research instruments, questionnaires for policy-makers, agricultural extension officers, fisheries and forestry technicians were administered and personal interviews were conducted amongst the youth officers, youth forum, rural youth participating in agricultural and non-agricultural livelihood activities and projects, officers at agricultural bank, Zambezi Regional Land Board, conservancy and forestry committees and constituency offices and traditional authorities. Data collection of thirteen groups of respondents was conducted from November 2017 to April 2018. During personal interviews, the researcher read the questions in Silozi to rural youth, and preferred responses were ticked on the response sheet. This was the case regarding questions in section A, C certain of D, and E of the interview schedule. In certain

sections, D, E, and F responses to open-ended questions were written down. These responses were later translated into English.

In administering questionnaires for policy-makers, youth officers and the Regional Youth Forum, permission was obtained from the chairperson of the NYC. Whereas permission from the MYNSSC, MAWF, MFMR, and MLR was obtained from Permanent Secretaries respectively, permission was granted and letters were presented to the Regional Head of Centre of Katima Mulilo Multipurpose Youth Resources Centre, responsible for the regional youth development in the Zambezi Region. Concerning the MAWF, MFMR, and MLR, permission letters were presented to regional Heads of these ministries in the Zambezi Region. Agricultural bank headquarters in Windhoek granted permission for regional staff in the Zambezi Region to participate in the study. For wildlife conservancies and community forests, permission was obtained from Chairman's/ Chairpersons of respective conservancies and forest committees. For constituency offices, the Chief Regional Officer of the Zambezi Regional Council granted permission for councillors and support staff to partake in the study. Concerning traditional authorities, permission was granted by the office of the regional governor of the Zambezi Region.

After this, the researcher distributed the questionnaires to youth officers, fifteen regional youth forum members, six managers of the Directorate of Youth Development, MYNSSC, six managers of the MAWF, from departments; agricultural Production and Extension Services, Research and Development and Forestry, who are policy-makers and two managers of the MFMR; and collected them a day after the completion. The study held a focus group discussion with the Zambezi Regional Land Board, constituency office support staff including councillors, conservancy and forestry committees, officials at Agricultural bank, and the traditional authorities.

4.6. DATA COLLECTION INSTRUMENTS

Since the study adopted mixed methods approach, combining structured and open-ended questions in the three instruments were designed for rural youth, youth officers, regional youth forum,

agricultural extension officers, fisheries technicians, forestry technicians, Zambezi Regional Land Board, officers at an agricultural bank, conservancy and forestry committees, traditional authorities, constituency offices; and policy-makers were used.

To collect relevant information, two instruments (i.e. Interview schedule for rural youth and questionnaire for youth officers/ Youth Forum, agricultural extension officers/ forestry, and fisheries technicians were divided between seven and four sections). Section A, a certain part of C, D, E, and F for rural youth contained structured questions. Whilst in section B, a certain part of C, D, E, F, and G contained open-ended questions. Concerning youth officers, agricultural extension officers/ forestry and fisheries technicians Section A, contained structured questions. Whereas B, C, and D contained open-ended questions.

The policy marker's questionnaire, conversely, was divided into two sections. Section A and part of B contained structured questions. Whereas, most questions in section B, were open-ended questions. Structured questions in all the two instruments comprised checklists and yes or no questions.

The study included focus group discussions with each of the following groups; Zambezi Regional Land Board, the staff at Agricultural bank, conservancy committees, community forestry committees, traditional authorities, support staff, and councillors at constituency offices. Focus group discussion is one of the data collection techniques in a qualitative research approach, which refers to "a group comprising individuals with certain characteristics who focus discussions on a provided issue or topic" (Anderson, cited in, Dilshad & Latif 2013:192). It comprises a small group of people, grouped by the researcher to explore attitudes, perceptions, emotions, and ideas about a topic (Denscombe 2007:115). One advantage of the focus group discussion is generating the opportunity to collect data from the group interaction, concentrating on the research's interest. The study, designed interview schedules for each group. Regarding support staff and councillors at constituency offices, Zambezi Regional Land Board, conservancy committees, traditional

authorities, community forestry, and fisheries committees, interview schedules comprised seven to eleven open-ended questions and the researcher facilitated the discussions. Whilst, interview schedule for the Agricultural bank, comprised 13 open-ended questions.

Qualitative data were collected using 198 Open-Ended questions, including focus group discussions. All 198 Open-Ended questions were used to collect data supplemented with quantitative data obtained through structured questions. These questions aimed to determine whether:

- Rural youth agricultural and non-agricultural livelihood activities have improved the livelihood and alleviated poverty amongst rural youth.
- Whether poverty alleviation policies and programmes targeting rural youth were facilitated effectively.

The questions contained in the instruments were informed by the research objectives defined in Chapter 1. Appropriate literature was reviewed before the construction of the instruments to determine how they were suitable for adoption in this study.

The study also employed participant observation, such as observing rural youth in their agricultural and non-agricultural livelihood activities and projects. This also assisted to cross-check obtained data. The observation was conducted during the field visits, complemented with unstructured interviews.

4.7. PILOT STUDY

A pilot study was conducted in the Kavango-East and Zambezi Region, comprising 28 respondents including focus group discussions to pre-test the instruments. The study comprised ten rural youth engaged in agricultural and non-agricultural livelihood activities and projects, two rural youths from each livelihood activity indicating; agriculture, forestry, wildlife, entrepreneurship, and

fisheries. The research conducted interviews with two youth officers, two policy-makers, part of management in youth development, one in the MYNSSC and one from the NYC, one Regional Youth Forum Coordinator and two Constituency Youth Forum Committee members, one agricultural extension officer in the MAWF, one fisheries and forestry technicians in the MFMR and MAWF, two members of the Regional Land Board, two Chief Administrative Officer and one Constituency Councillor at a constituency office, one officer from Agricultural bank, one member of the conservancy committee and one member of the community forest committee and one traditional authority. This smaller number of respondents have similar characteristics to those of the target group of respondents (De Vos et al 2005).

The pilot study was executed in the same manner as defined in data collection procedures. The study conducted interviews and discussions with the respondents. Written consent was obtained from the MYNSSC, NYC, MAWF and MFMR, Agricultural bank, Zambezi Regional Council, conservancy, community forestry, and fisheries committees. Rural youth in agricultural and non-agricultural livelihood activities and projects; and youth officers, youth forum, agricultural extension officers, forestry technicians, fisheries technicians, conservancy committees, community forestry committees, a member of the Regional Land Board, staff and councilor at constituency office and Traditional Authority participated voluntarily.

Distinct reasons are identified by Van Teijlingen & Hundley (2001), indicating why to conduct the pilot study before the actual research is conducted. Concerning this study, the pilot study was undertaken to determine whether:

- There were uncertainties in the items.
- Any logistical challenges which may occur using the proposed methods.
- Establishing whether the sampling frame and technique were effective.
- Data collection instruments would produce the type of data anticipated by the researcher.
- Respondents understood the questions defined in the instruments.

- The interview schedules captured the attention of the respondents throughout the interview sessions.
- The respondents understood the questions and instructions in the questionnaires.
- The proposed data analysis techniques uncover potential challenges.
- To determine the feasibility of the full-scale study.

4.8. RESULTS OF THE PILOT STUDY

The pilot study demonstrated that the instruments were valid and reliable for the present investigation and that most questions were understood by the respondents. As Babbie (cited in, De Vos et al 2005:210) observed that “no matter how careful a data collection instrument may be designed, there will always be certainty of possible errors and the surest protection against the errors is pre-testing the instrument”. Central to this, the pilot study revealed that there was a need to revise certain parts of the instruments.

- Annexure A, Interview Schedule for Rural youth in agriculture: The pilot study revealed that question 1, section C, on natural capital confused respondents since it asked whether they were involved in agricultural activities, which all of them were participating in agricultural activities. The question was deleted from the instrument. Still in Question 1, Section C, the question on whether rural youth possesses or access agricultural equipment’s also confused respondents since there were two questions in one of possessing or accessing. The researcher rephrased the question to indicate access to the agricultural equipment as per the Sustainable Livelihoods Approach followed by the study.
- Annexure C, Interview Schedule for Rural youth in fisheries: The pilot study revealed that question 1, Section C on physical capital, there was no specific question for respondents to indicate fisheries-related equipment they have access to, influencing their fisheries livelihood activities. The researcher added the question in the instrument that required respondents to indicate fishery equipment they have access to.

- Annexure E, Interview Schedule for Rural youth in entrepreneurship: The pilot study discovered that in section C, Question 2 on social capital and confused respondents since it was not specific as to what decisions the community's future do rural youth participate. Then the question was paraphrased to specify whether rural youth are involved in decisions that impact businesses/ entrepreneurship activities in their respective communities.
- Annexure F, Questionnaire for youth officers/ Youth Forum and Annexure G Questionnaire for agricultural extension officers, forestry and fisheries technicians, the pilot study revealed that in section B: Question 1 on livelihood assets that rural youth have access to, confused respondents since there was a similar question in these instruments on the support that these officers provide to rural youth concerning the five livelihood assets defined in the SLF adopted by the study. The question was rather deleted from both instruments.

4.9. DATA ANALYSIS STRATEGIES

The study commenced with data analysis during the data collection process. Silverman (2004) states it is important for the researcher to begin with data analysis whilst collecting data to determine the relevance of data collected about the research questions or objectives. Hand analysis was used. Data was noted and presented using quotes to label the respondent's opinions. Answers were clustered about the study population. Then the researcher made comparisons to data collected and identified relations. Thereafter, data were classified into themes. The study used descriptive statistics to interpret the findings from data collected through questionnaires. Data were prepared for computer entry, using the Statistical Package for Social Science to calculate descriptive statistics. Descriptive statistics of frequencies and percentages were used to determine to distribute variables and to describe how subjects responded to various items.

4.10. METHODS TO ENSURE VALIDITY AND RELIABILITY

In this study, validity was meant to determine the reality or inaccuracy of agricultural and non-agricultural livelihood activities and projects where rural youth was participating in the Zambezi

Region, their implications on rural youth poverty alleviation, problems that impend rural youth poverty alleviation and views of policy-makers on rural youth poverty alleviation.

In this study, reliability implied separating data collected through interview schedules and verified the similarities between them. Collected data were also subjected to detailed editing to remove inconsistencies, mistakes, and discrepancies. Hence this study combined several methods: observation, interviews with key informants, focus group discussions, and case study. Each method was used to supplement and check the others in the process of triangulation. All these were employed for the dependability and precision of the instruments used in the study, ensuring its reliability and validity.

4.11. ETHICAL CONSIDERATION

In this study, the research considered the respondent's right to anonymity during data collection. The study ensured that informed consent was gained (Oliver 2004). After approval for researching the MYNSSC, NYC, MAWF and MFMR, Agricultural bank, regional council, the conservancy, and community forestry committees, Youth Forum office, agricultural extension officers and forestry technicians in the MAWF, fisheries technicians in the MFMR, Ministry of Lands and Resettlement, constituency offices, Agricultural bank, conservancy, and community forestry committees and traditional authorities, were then informed. This study was explained to the DYD, MYNSSC, regional youth forum, traditional authorities, NYC, MAWF and MFMR, MLR, Agricultural bank, the Zambezi Regional Council, the conservancy and community forestry committees and rural youth engaged in agricultural and non-agricultural livelihood activities and projects before interviews, focus group discussions and administration of questionnaires. Informed consent forms were completed by the respondents and handed over to the researcher.

4.12. CONCLUSION

This chapter presents a detailed description of the research design. The research adopted a qualitative research approach, as this approach pertains to the engagement and interpretation of the participants' experiences about the phenomenon being studied in their social setting. Although a mixed-methods research approach was used, the study relied mainly on a qualitative research approach for the sake of utilising narratives and descriptions. The chapter also comprises of a brief discussion of ethical considerations considered in conducting this investigation. The following chapter presents the results of the study.

CHAPTER 5

PRESENTATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

This chapter presents the outcome of the study concerning the research objectives and questions discussed in Chapter 1 and the Sustainable Livelihoods Approach adopted for this study. The study investigated rural youth poverty alleviation in the Zambezi Region, challenges, and possibilities. The results of the study were observed as the primary stage to analyse rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region and to assess their implications concerning poverty alleviation. The study established it necessary to balance the discussion in the literature with empirical evidence conducted in the study area. The critical concern of this study was that there has never been an empirical study conducted in Namibia, particularly in the Zambezi Region, that systematically analysed rural youth livelihood activities, considering agricultural and non-agricultural livelihood activities, assessing their implications regarding poverty alleviation. In discussing the findings of this study, the emphasis was on the outlined objectives of the study to ascertain whether the study accomplished its objectives. The entire presentation was organised according to the research objectives defined in Chapter 1 and the SLF adopted. The objectives of the study are analysed.

5.2 AN ANALYSIS OF RURAL YOUTH AGRICULTURAL AND NON-AGRICULTURAL LIVELIHOOD ACTIVITIES AGAINST SUSTAINABLE LIVELIHOODS APPROACH

This research objective was aimed at analysing rural youth agricultural and non-agricultural livelihood activities in the Zambezi Region against the SLA. Concerning this objective, the research analysed agricultural and non-agricultural livelihood activities (forestry, fisheries,

wildlife conservation, and entrepreneurship) where rural youth in the Zambezi Region participates. This section presents the findings of each of the livelihood activities.

5.2.1 Rural youth in agricultural livelihood activities

30 rural youth participating in agricultural livelihood activities were interviewed. The section presents the findings in agricultural activities.

5.2.1.1 Profile of respondents in agricultural activities

The study established that it was critical to understand the respondent's demographic characteristics to draw trends from their participation in agricultural livelihood activities. Responses were grouped into categories, below is the distribution of the respondents according to gender as indicated in Table 5.1:

Table 5. 1: Gender

		Frequency	%	Valid %	Cumulative %
Valid	Male	10	33.3	33.3	33.3
	Female	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

The table illustrates the comparative distribution of respondents according to gender. 10 of the total respondents were male representing 33.3% and 20 were female, representing 66.7%. This implies most respondents in agricultural livelihood activities of the study comprising female. Table 5.2, illustrates the marital status of the respondents.

Table 5. 2: Marital status

		Frequency	%	Valid %	Cumulative %
Valid	Single	13	43.3	43.3	43.3
	Married	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

The table indicates that from the 30 rural youth participating in agricultural livelihood activities as interviewed in the study, 13 of the respondents, were single, representing 43.3%. 17 of them, were married representing 56.7%. Though the study targeted all rural youth in agricultural activities regardless of their marital status, concerning the dominance of married respondents, the research contends that married individuals are mostly having many responsibilities compared to the unmarried such as family responsibilities thus, their participation in agricultural activities is to ensure food security and income generation to support their families. Table 5.3, indicates the age range of the respondents.

Table 5. 3: Age range

		Frequency	%	Valid %	Cumulative %
Valid	18-20	3	10.0	10.0	10.0
	21-25	2	6.7	6.7	16.7
	26-35	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

The table indicates that from a total of 30 respondents in agricultural livelihood activities, 3 of the respondents were aged 18-20 representing 10.0% of the total respondents. 2 of the respondents were between the age range of 21-25 representing 6.7% and 25 of the total respondents were established to be aged 26-35, representing 83.3%, which were the majority compared to other age groups. Though the Namibian National Youth Policy defines young people as those between ages

16-35 (NA, DYD 2006), this study targeted young men and women between ages 18-35 participating in agricultural activities in the rural areas of the Zambezi region.

The dominance of the respondents of age groups 26-35, the researcher observed that most of those below the age of 26, lived in towns in search for greener pastures, whereas those in this age range remained home attributable to families that they have to support. Table 5.4, illustrates the level of education of the respondents.

Table 5. 4: Education level

		Frequency	%	Valid %	Cumulative %
Valid	Secondary School	23	76.7	76.7	76.7
	Primary School	6	20.0	20.0	96.7
	Other Specify such as Vocational Training	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table illustrates that from 30 total respondents of the study, a majority of 76.7% indicated they attended secondary school level. Whereas, those with primary school level were six respondents representing 20.0% compared to one respondent with tertiary education, who accounts for 3.3%. The contributing factor of a majority of the respondents with secondary school level is that several are unemployed, attributable to limited job opportunities in rural areas. They remain home and engage in agriculture activities to achieve their livelihood goals. Table 5.5, indicates the occupation of the respondents.

Table 5. 5: Occupation

		Frequency	%	Valid %	Cumulative %
Valid	Employed	1	3.3	3.3	3.3
	Unemployed	28	93.3	93.3	96.7
	Other specify	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Concerning occupation, as indicated in the table, most respondents of the study were established as unemployed. Related results were similarly presented by NSA (2017:17) that the Zambezi Region exhibits high youth unemployment in all its constituencies. 28 of the 30 total respondents in agriculture were unemployed, representing 93.3%, compared to 3.3% of the employed respondent. According to the respondents, no employment opportunities exist in rural areas.

5.2.1.2 An analysis of rural youth in agricultural livelihood activities

The main question in analysing rural youth agricultural livelihood activities, was what agricultural livelihood activities are rural youth in the Zambezi Region engaged concerning the SLA?

The study discovered that youth in rural areas of the Zambezi Region participating in agricultural livelihood activities. The major agricultural activities where rural youth participates are mainly crop production, mostly maize, sorghum, beans, pumpkins, watermelon, millet, cabbage, spinach, and onions, but maize remains the major crop grown in rural areas. Similar findings were also presented by (Mendelsohn & Roberts 1997:28).

Asked how they got involved in agriculture, whether they were influenced by their parents or own choice, most of the respondents indicated that it was their choice of participating in agriculture attributable to poverty and unemployment. They could not secure employment opportunities elsewhere to support themselves and their families and thus participated in agriculture as a means of ensuring food security and income generation. Majority of the respondents said that concerning income generation, it happens in the case when they produce a surplus of maize, and thus, they opt to sell for income, though this does not occur often because they produce few crops attributed to lack of resources. Similar observations were also made by Mendelsohn & Roberts (1997:28) that crop farming in the Zambezi Region is categorised as low input and low output that when combined with unreliable rainfall, low inputs, and low levels of agricultural technologies, results in low yields of agricultural produce. Conversely, certain respondents argued that they depended on their families, mostly parents for survival and needed to be independent, since they have their own families they are responsible for. As one respondent indicated that;

“I cannot just stay home doing nothing, and waiting to be given food, I need to do something. My parents have land, I should work, harvest, and produce food for my family. My parents can no longer afford to support all of us”

Figure 5. 1: A crop field of a young person in a rural area in the Zambezi Region



Some respondents of the study had established garden projects, mainly cabbage, spinach, sweet potatoes, potatoes, tomatoes, lettuce, and onions. The reason for establishing gardening projects according to some of the respondents is to produce enough vegetables for consumption and income generation. Respondents argued that they were taking part in these agricultural livelihood activities as far as from 2007, though some could not remember precisely when they begin. Most were still in schools but were participating in agriculture activities with their parents.

Asked when thinking back whether agricultural livelihood activities have met their expectations before their participation, respondents said that they thought they could generate enough income and achieve food security, but in most cases, this does not occur attributable to meagre harvest experienced after several years. Agriculture to them is a negative experience, but because they do

not have choices, participation in agriculture remains critical in their daily lives. As acknowledged by Ali & Masianini (2010) that increasing rural youth participation in agricultural activities and nurturing, developing more rural youth agricultural entrepreneurs, is also an important means of improving food security, youth livelihood, and employment.

5.2.1.3 Vulnerability Context in agricultural activities

Vulnerability context embraces shocks, trends, and seasonality (DFID 2000:3). Concerning this study, the researcher asked respondents about the vulnerability context they experience in agriculture. According to the respondents, the vulnerability context in agricultural activities where they participate includes inadequate rainfall, affecting their agricultural produce, drought, storage facilities always inadequate, conflict amongst family members over ownership of land. One respondent narrated that:

“I no longer cultivate in my field given to me by my late parents. Other family members are arguing that it belongs to their parents too. Hence, I have decided to move out until when the issue will be resolved. We are waiting for a judgement from the Local Traditional Court. If they will win the case, then my life will be affected since I depended on it for survival”.

Similar observations were expressed by Misleh (2014:2) that the challenges for youth to access land are a source of tension amongst rural families.

Tenure insecurity was also established as a pressing issue since most respondents do not own land, but rather depends on land owned by parents, they cannot use the land as security when applying for financial assistance. United Nations Human Settlements Programmes (2011), provides that in certain parts of Africa, “it is a taboo for young individuals to access the family land whilst the parents are still alive”. In wanting to inherit the land, the majority of the youth, work on family land for little or no remuneration. No credit facilities were also established to be specifically

available to most respondents in agriculture as most were depending on family support. According to the respondents, the agricultural bank in the Zambezi Region does not finance agricultural activities of rural youth attributable to instability, lack of collaterals, and risks involved. Food Agricultural Organisation, Technical Centre for Agricultural and Rural Co-operation & the International Fund for Agricultural Development (2014) acknowledges that providing financial services in rural areas is typically considered high-risk attributable to the unique characteristics of livelihoods of being depended on agriculture and other natural resources seasonality, long production cycles and vulnerability to weather.

Respondents indicated that prices of agricultural produce fluctuate often, mostly influenced by the rainy and dry seasons, pests and diseases, affecting their crop fields. Certain respondents also indicated that their field crops are destroyed by annual flood, affecting their areas annually. Similar observations were also made by Mabuku, Sezanje, Mudhara, Jewitt & Mulwafu (2018) that floods are one of the most possibly destructive hazards to impact rural livelihoods. The wildlife population also increased, attributable to introducing community conservancies, which continues to destroy their crop fields. The Zambezi Regional Council raised a similar concern during the last regional consultations in preparation for the ended second land conference (Ministry of Lands and Resettlement 2018:30).

Some respondents in agricultural livelihood activities also narrated that they encounter higher transport charges for transporting agricultural produce to town. According to the respondents, transport prices fluctuate such as certain drivers charge N\$20 per bag of maize, others N\$25. Concerning vegetables, each box of five-ten kg is charged between N\$15-20. There is no fixed amount for charges; it depends on the driver or owner of the vehicle.

The study also established that employment opportunities created in agricultural livelihood activities are seasonal. Mostly from periods November to May the following season, which encompasses periods of clearing the land, ploughing, weeding, harvesting, and marketing of crops.

5.2.1.4 Livelihood assets in agriculture

Following the SLF of the DFID, the study also analysed livelihood assets or capitals that rural youth in the Zambezi Region owns and have access to in pursuing agricultural livelihood activities. The framework is founded on a belief that individuals herein refers to as rural youth require a range of assets to achieve positive agricultural livelihood outcomes. These are human, social, physical, natural, and financial capital. Increased assets can empower rural youth to influence the policies, institutions, and processes that affect their agricultural livelihood activities. The findings of these are presented:

5.2.1.4.1. Social capital

Concerning this study, social capital was used to refer to social resources that rural youth rely on when seeking their objectives relating to agricultural livelihood activities such as rural youth organisations relating to agriculture, farmers' associations, and farmers' cooperatives whether they affect rural youth to better or worse.

Respondents were requested individuals or organisations whom they depend on for agricultural support. In response to the question, some respondents indicated that they depend on their families for support of their agricultural livelihood activities, but most parents who sometimes provide financial support and guidance for the cultivation of land, weeding, and even harvesting of crops. Also, families have availed land for cultivation, income for hiring tractors, borrowing of oxen for ploughing the fields, and also provide seedlings for sowing. Without family support, respondents indicated that they could not afford their agricultural activities.

The study also asked what agricultural groups/networks/formal organisations they are part of, such as farmers association, village development committee. Respondents replied that certain of them are serving members of constituency development, village development, and community development committees in their areas. Constituency development committees are effective

coordination of planning and developing the region at the constituency level. Village development committees are responsible for effective coordination of the planning and development of the village, whereas community development committees are for development related matters concerning communities (Ministry of Regional and Local Government and Housing and Rural Development 1998:26). Developing agricultural activities are also discussed in these committees.

Respondents were requested on how they were elected in these committees. They indicated that members of their communities, elected them to represent them in development concerns in related areas, such as agriculture. Whilst certain respondents' sensed that they were put in these positions to cover the elders since they are illiterate and do not understand most development initiatives which include agriculture, thus push the young ones to spearhead, but the agendas in all the committees and deliberations, such as agriculture are for the general community members not youth-related or specific. As one of the members indicates:

“I have been a member of the constituency development committee in my constituency for a quite certain time now. They do not talk about youth in these meetings and the focus is on the general community members, even in village development or community development committees. The situation is the same, even when you try to raise a youth-related subject such as youth in agriculture, members are not interested to talk about it”.

Regarding membership in agricultural cooperatives and associations in the Zambezi Region, respondents believe that none of the youth in rural areas in the Zambezi Region belongs to the cooperatives or associations in agriculture. According to the respondent's observations, cooperatives, and associations of agriculture in the Zambezi Region do not negotiate with the youth and most of their members are adult community members. One respondent narrated that;

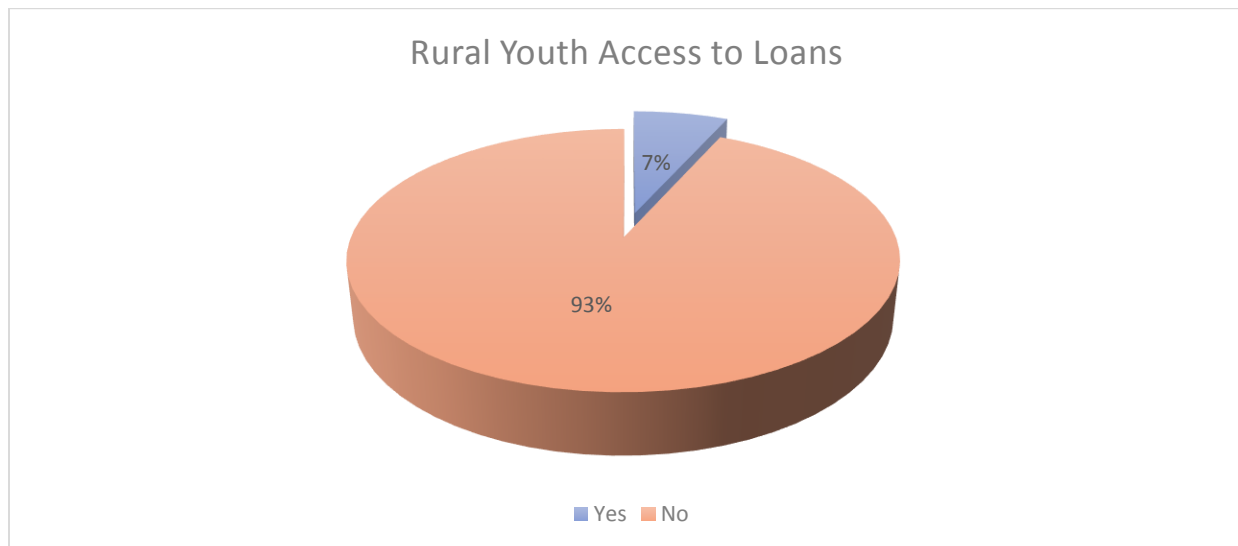
“Our cooperatives and associations in the Zambezi Region have nothing to do with young individuals. They do not talk about us, and neither invite us to their meetings, they do not recognise us as farmers”.

The study also discovered that certain respondents in agriculture are members of gardening projects. These members grow vegetables, mainly cabbage, spinach, sweet potatoes, potatoes, tomatoes, lettuce, and onions. The groups comprise family members who also assist each other in clearing the land, sowing, harvesting, and marketing of crops produced. They also share the profits generated.

5.2.1.4.2. Financial capital

Financial capital concerning this study referred to the financial resources that rural youth uses to achieve their agricultural livelihood objectives such as rural youth schemes specifically for agricultural activities, agricultural loans, and rural youth funds for agriculture. Respondents were requested to indicate financial capital they have access to in agriculture. In this, respondents replied that certain of them have benefited from the Namibia Youth Credit Scheme Programme offered by the Ministry of Youth, National Service, Sports, and Culture. Though the loans are not meant for agriculture specific, but for establishing businesses. Respondents claimed that they used the loans for agricultural purposes such as purchasing seedlings and clearing the land for cultivation. Most respondents narrated that they established it difficult to repay the loan since agricultural activities take time to generate profit considering ploughing, weeding, harvesting, and marketing into consideration. The figure illustrates rural youth access to agricultural loans.

Figure 5. 2: Percentages of responses of rural youth access to agricultural loans



As stated in the figure that 93% of 30 respondents, do not have access to agricultural loans. Whilst, 7% of the respondents are those who benefited from NYCS of loans ranging from N\$500-1000.

About savings on agricultural livelihood activities, some respondents indicated that they do not have savings for agricultural livelihood activities. Whereas, other respondents indicated they have savings from income generated. Also, the study discovered that most respondents with savings in agriculture activities do it with their families. Respondents believe that saving in financial banks is not appropriate for them since they will have to pay bank charges, transport from rural to the urban area, where banking institutions are located considering their unemployment and poverty status. One of the respondents narrated that:

“I cannot afford to save in the bank, the bank will want me to pay for opening an account, including the charges and travelling from my village to town to withdraw and deposit. This will be too much for me. So it’s better to give money to my aunt or uncle to save for me. Also that if I may need money anytime, from my aunt and uncle, I can

get the money any time of the day, but with the bank, you need to go and come back, and where will I get that money to pay for transport? I am unemployed”.

Despite access to loans and savings, financial capital can also be held “in the form of liquid assets such as livestock” (United Nations Development Programme 2015:9). The study established that most respondents have livestock provided to them by their parents, but they cannot render any decision regarding selling without permission from their parents and guardians. Financial resources can also be obtained through credit-providing institutions. Respondents indicated that they do not qualify to apply for credit at any financial institutions because they do not have collaterals that guarantees them to obtain credit.

5.2.1.4.3. Physical capital

Regarding physical capital in agricultural livelihood activities, respondents were requested to indicate infrastructural development supporting their livelihoods, such as access to agricultural markets, libraries, and agricultural equipment and devices, and Information Communication Technologies. The study established that most respondents mostly use animal-drawn plough and hoes, for cultivating their crop fields. This is because these equipment devices are widely owned by most villagers in rural areas and they are cheaper to use and obtain. Similar findings were also presented by (Akashambatwa, Zuwarimwe & Teweldemedhin 2017:94; Nyambe 2013). Access to draught power enables respondents to cultivate larger areas. Certain respondents indicated that they do not own ploughs but borrow from family members or hire from others in their communities and others have inherited these equipment devices from their late parents. According to some respondents, hoes used in gardens are used for weeding in crop fields.

Figure 5. 3: An image of an animal-drawn plough commonly used by respondents in rural areas in the Zambezi Region



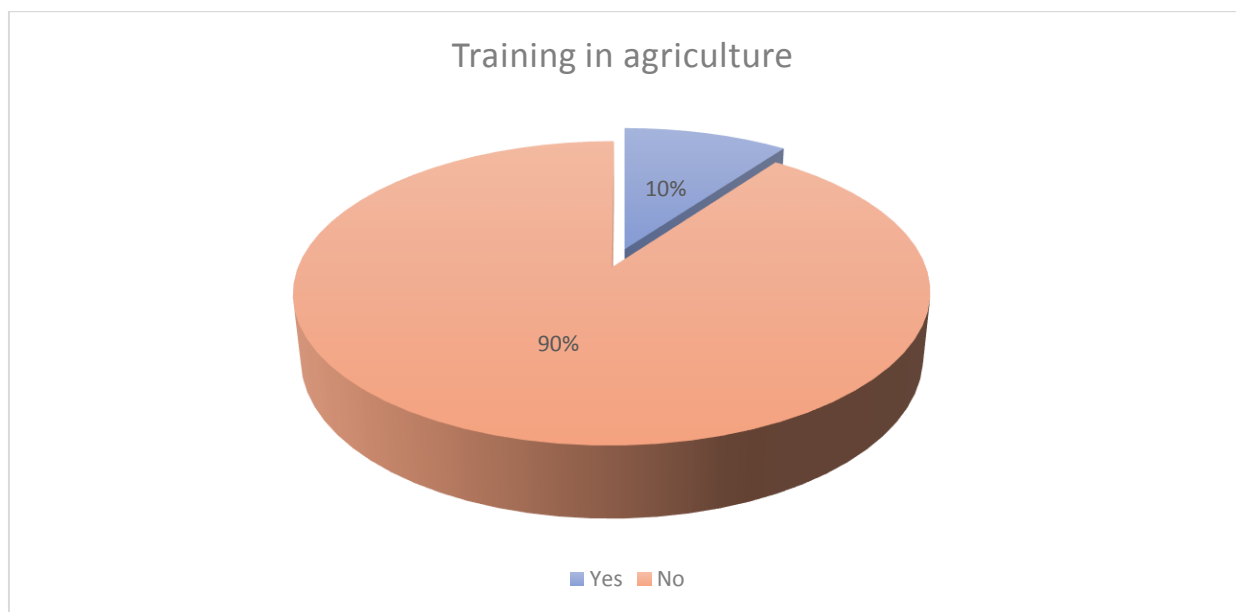
Digging forks, spades, and ranks were also established to be mostly used for gardening purposes. The study also established that some respondents in other areas of the Zambezi Region have access to storage facilities. These facilities are for storing agricultural produce and are often owned by the communities they live in. One requirement for using the local storage facilities according to respondents is that a farmer must be residing in the local area/ village. Whereas, other respondents indicated that they have built traditional grain storage facilities, where they store their crop production, especially maize, sorghum, and millet before selling it to the market. Certain respondents residing in areas close to Agricultural Extension Offices have access to agricultural information and services through farmers' meetings and visiting Agricultural Extension Offices. Whereas, those residing far from these offices depend on knowledge passed to them from parents and other family members.

Concerning the agricultural market, respondents mentioned that they normally register at agricultural offices, indicating their intention of willing to sell their produce. Whilst other respondents narrated that they travel to town to register with local buyers such as at Kamunu Maize Mill and Namib Mill in the town of Katima Mulilo. In this process, respondents indicated that they buy sacks to pack their products whilst waiting for transportation to town.

5.2.1.4.4. Human capital

Human capital was used to refer to rural youth knowledge, skills, abilities, and good health that when combined, allows rural youth to engage in agricultural livelihood activities. Regarding agricultural training, respondents were requested to indicate their access to agricultural training. Figure 5.4 illustrates the responses of the respondents' access to agricultural training.

Figure 5. 4: Access to agricultural training



The study established that 90% of the respondents have not received training in agricultural activities, whereas 10% of the respondents were trained in agriculture. Most respondents without training in agriculture indicated that they have acquired agricultural skills and knowledge through knowledge passed to them by elders. Whereas, those with training were established to be residing close to agricultural administrative centres. These training focus on ploughing beans and maize and general practices that can assist achieve improved results in agriculture. Also, respondents were requested to indicate whether the training received was inadequate, uncertain or adequate, respondents who received training, all indicated that the training received was adequate that they are using the skills acquired in improving their agricultural produce. The Ministry of Agriculture, Water, and Forestry through the Directorate of Extension Services identified the training by targeting rural farmers.

Another human asset discovered by the study was the ability of the respondents to engage in agricultural activities. All respondents were discovered to be applying some of their labour assets in agricultural activities. The Zambezi Region is dominated by agriculture and hence this is where most labour supply is concentrated. Agricultural activities conducted in the Zambezi Region consist mainly of traditional labour intensive with simple devices such as animal-drawn plough because most respondents cannot afford tractors. Regarding clearing the land, most respondents indicated that they cannot afford to hire individuals to do this for them, hoes for weeding, oxen for ploughing, all these require the health condition of the person because they are physically demanding tasks. The demand of labour is high.

5.2.1.4.5. Natural capital

DFID (2000), refers to natural capital as the environment which supports rural youth livelihood. In this case, it is access to agricultural land which supports rural youth agricultural activities. The natural capital identified in this category was rural youth access to land. According to the respondents, the land belongs to the elders such as parents and other families; and is also

administered by the traditional authorities, the powers are usually vested with royal chiefs and this was also presented in Chapter 2 of the literature review and Chapter 3 of this study. The only possibility of respondents accessing land is about an inheritance from their parents and families or approach the traditional authorities for possible availability of land.

Table 5. 6: Respondents’ access to agricultural land

Access to agricultural land					
		Frequency	%	Valid %	Cumulative %
Valid	Yes	29	96.7	96.7	96.7
	No	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Respondents were requested to indicate whether they have access to agricultural land. According to their responses as depicted in the table above, 96.7% of the respondents replied they have access to land, compared to 3.3% without access to land. Those with access to land indicated that they acquired agricultural land through inheritance from their parents who have provided them land portions to cultivate, harvest, and become independent. Though this occurred, respondents explained that most rights concerning decisions about the land remain with parents. One of the respondents narrated that:

“I have a portion of land given to me by my parents to produce food to feed myself and my children, but it still belongs to them. If they want it back, they can take it and give it to someone else they may prefer. I cannot just bring someone to work with on the land, I should inform them to decide whether they say yes or no. In case they say no, I can’t do anything but to follow what my parents have said. I once planned to share a portion of land with someone who volunteered to assist with a tractor, my parents refused, and I ended up not cultivating even half of the field”.

5.2.1.5. Policies, institutions, and processes

DFID (2000) acknowledges that organisations are responsible for formulating and facilitating policies aimed at improving the living standards of the individuals. These organisations including their structures establish access of rural youth to various assets, such as agricultural livelihood activities and decision-making bodies.

Respondents were requested institutions that provide agricultural services and support to rural individuals in the Zambezi Region. According to their responses, they identified these institutions and their functions in agricultural activities.

Table 5. 7: Institutions and their functions in agricultural activities

Institution	Role(s)
1. Ministry of Youth, National Service, Sports, and Culture	<ul style="list-style-type: none">• Provides loan schemes for young people
2. Ministry of Agriculture, Water, and Forestry	<ul style="list-style-type: none">• Responsible for agricultural activities and development in the Zambezi Region
3. Traditional Authorities	<ul style="list-style-type: none">• Allocate land for agricultural purposes

These institutions operate in establishing laws, policies, and procedures that grant rural youth access to agriculture. Respondents were requested whether they are aware of any existing agricultural policies that influence both the choices that they render using their assets and assets that they can access. According to some of their responses, there are no agricultural policies concerning the youth. Certain respondents mentioned that it was their first time to hear policies

regarding the youth in agriculture, all that they know is that there are Agricultural Extension Offices that negotiate with farmers, but mostly elders and there are farmers' associations in the region but does not have any youth agendas. The study further established that even some of the respondents residing in areas close to agricultural offices urged that they have not heard any agricultural policy concerning the youth. Some of the respondents narrated that there are policies concerning agriculture, but not youth-specific, but for elders who are referred to as farmers. Respondents also indicated that the processes for seeking to access assets, such as agricultural tractors apply to all community members such as registration at Agricultural Extension Offices. Respondents indicated that this process makes it difficult for rural young individuals since preferences are provided to elders.

Concerning establishing agricultural projects to be sponsored by organisations, respondents submitted that they find it difficult to get support attributed to longer processes involved in acquiring agricultural land. According to them, the local traditional headmen have to approve such a project in consultation with families and with a final resolution of the traditional authority.

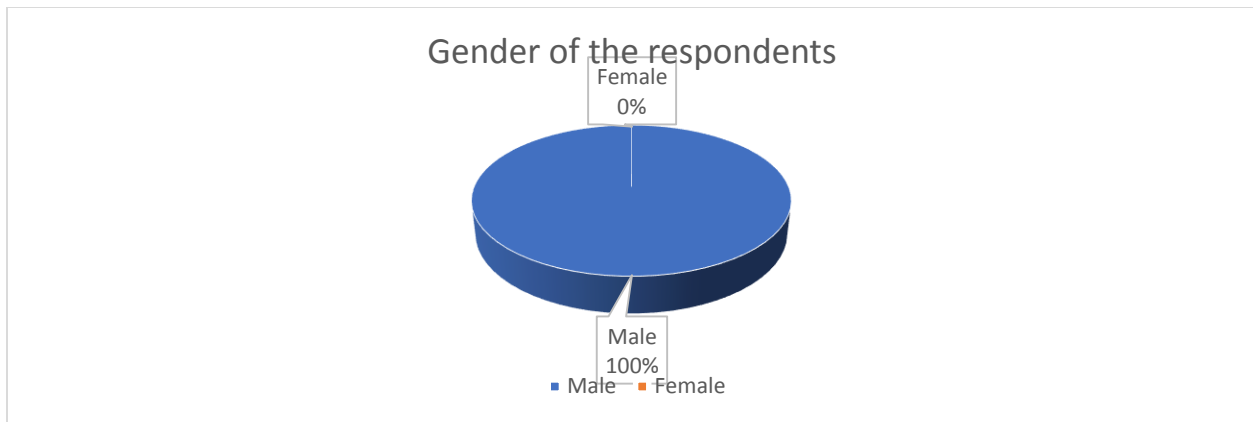
5.2.1.6. The views of agricultural extension officers on rural youth poverty in agriculture

The study investigated the views of agricultural extension officers on rural youth poverty alleviation in agriculture. Agricultural extension officers are the facilitators of agricultural activities and extension services in rural areas. The findings are presented.

5.2.1.6.1. Profile of the respondents (agricultural extension officers)

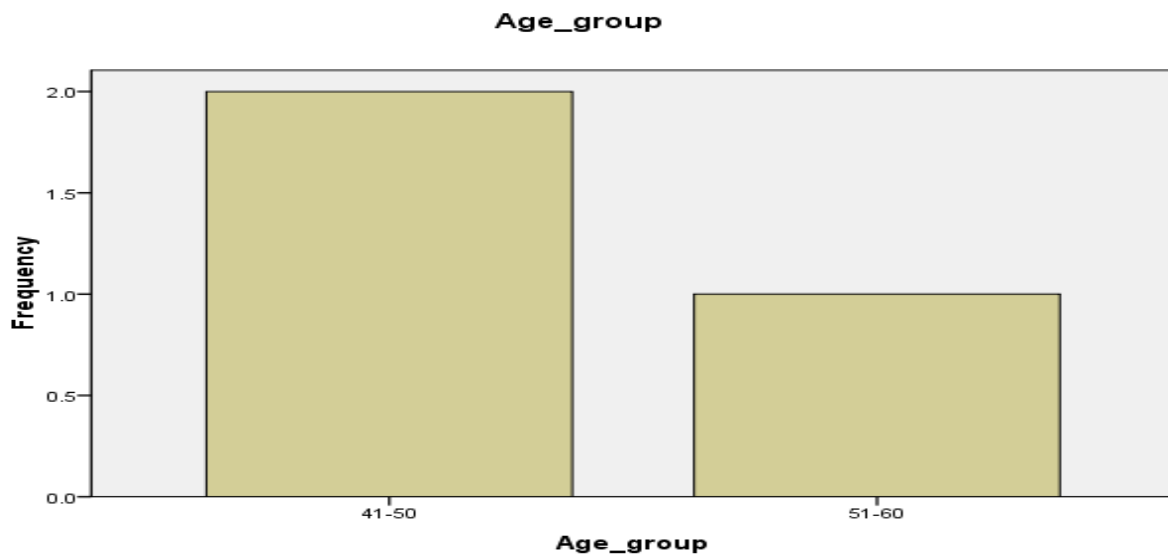
The figure illustrates the gender of the respondents.

Figure 5. 5: Gender of the respondents



The study comprised of male respondents. The study targeted all respondents, both male, and female, but it was observed that most agricultural extension officers established during the cause of the study, comprised males. The figure illustrates the age groups of the respondents.

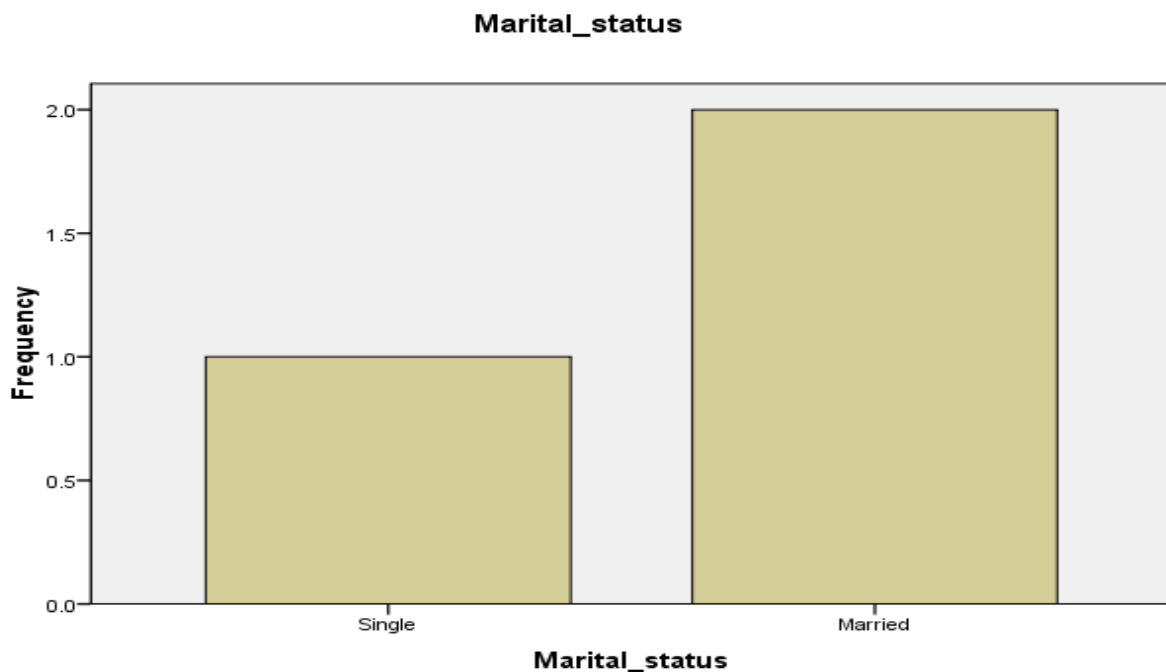
Figure 5. 6: Age groups of the respondents



Most respondents as depicted in figure 5.6 above, were age groups 41-50, compared to 51-60 years.

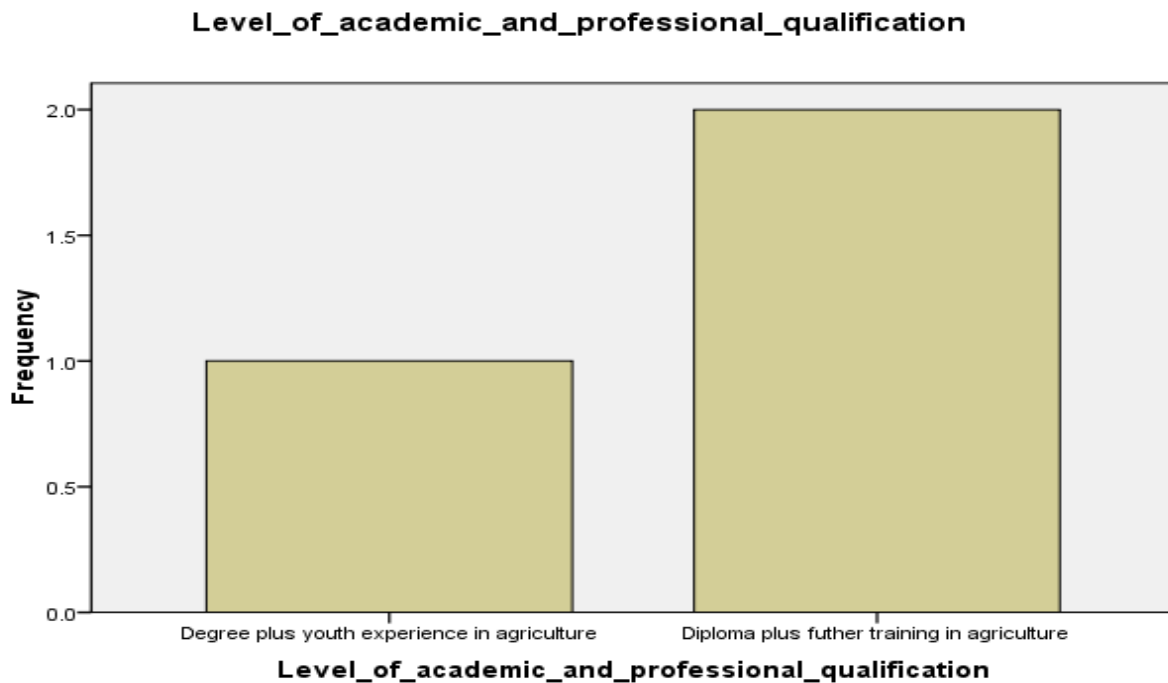
Concerning the marital status of the respondents, most 2.0 as indicated in Figure 5.7 were established to be married, compared to 1.0 of single respondents.

Figure 5. 7: Marital status of the respondents



Respondents were also requested to indicate their level of education with options from degree to Grade 10 including appropriate experience in agriculture. Figure 5.8 illustrates the frequency of the respondents.

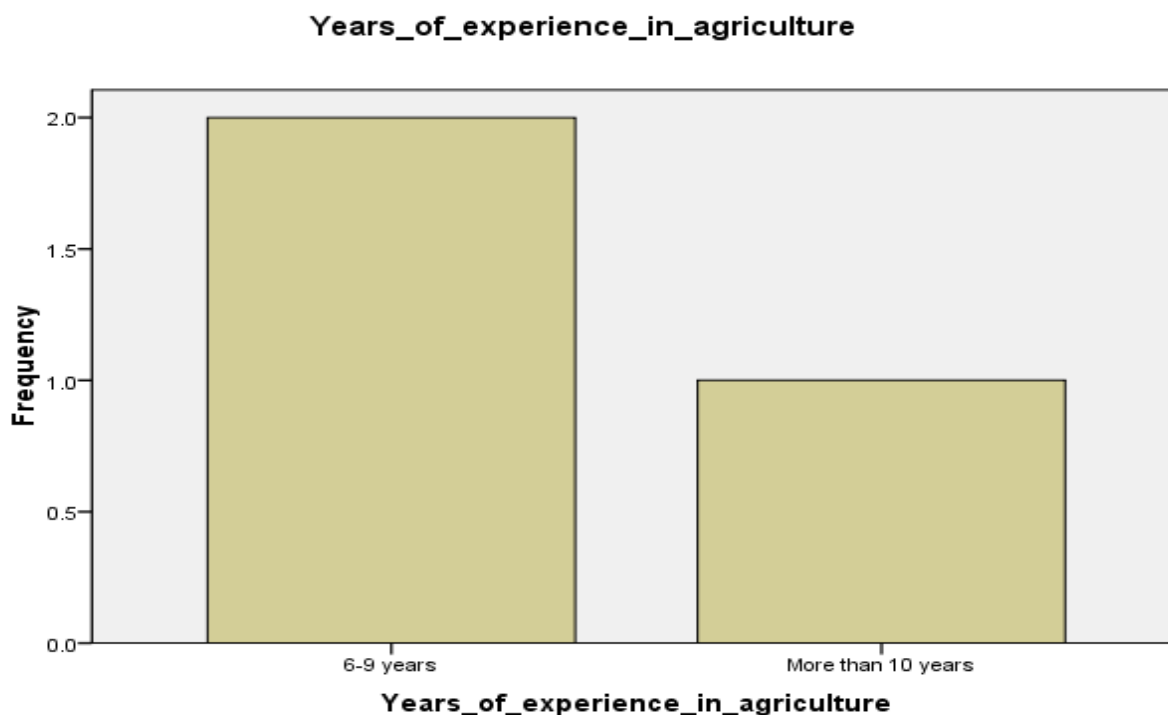
Figure 5. 8: Level of academic and professional qualification of agricultural extension officers



Most respondents possess diplomas, with training in agriculture compared to 1.0 with a degree and experience in agriculture.

Figure 5.9 indicates years of experience in the field of agriculture. This question established the period, respondents have worked in agriculture. As indicated, several of the respondents have acquired 6 to 9 years' experience in agricultural extension compared to 1.0 of the respondents with over 10 years' experience.

Figure 5. 9: Years of experience in the field of agriculture



5.2.1.6.2. Policies and programmes in agriculture

Respondents were requested to indicate the kinds of livelihood support they provide to rural youth concerning the sustainable livelihood assets. In responding to the questions, respondents maintained that they provide agricultural training to farmers, which also includes the youth. The training is met for all farmers, but not specifically young people, but they are also welcome to participate. About access to land, the MAWF does not provide land to the youth, or neither does it access them to land. Youth have acquired land through their parents and thus if they intend to establish a farm, they need to approach their parents and family members to allocate them land but not the ministry.

Concerning financial capital, respondents narrated that the MAWF does not provide any financial support to the youth or credit facilities. The ministry initiated and introduced a weeding scheme. Under this scheme, young individuals are required to do weeding in other people's crop fields and the MAWF compensates them half of the total amount and the farmer pays them the remaining amount. The ministry also has an employment programme that during the ploughing season, the ministry advertises potential tractor drivers. One requirement of these positions is as follows; Namibian with Identity Document; Valid driver's license; must be a youth between 25-35 years; knowledge to operate a tractor and its implements and the ability to read and write. Few rural youths have benefited from this programme as a majority of the youth in rural areas do not possess valid driving licenses.

The ministry also owns a total of nineteen tractors in the region, according to the respondents, and are allocated to agricultural extension centres, which in turn covers demarcated agricultural extension wards. These wards cut across constituencies as such tractors allocated to an Agricultural Development Centres may render services to farmers from over one constituency. According to the respondents, the requirements to benefit from such programmes include; registering with the Agricultural Development Centres in their respective agricultural extension wards; name, village; the name of the village headman, services or inputs required; identity document required and maximum three ha per household services required.

When requested what arrangement the ministry has concerning rural youth participating in agriculture, respondents replied that they do not negotiate directly with the youth, but noted that the requirements are for all community members in agriculture, whether youth or not youth.

The study also established that the MAWF is providing a subsidy of 50% for the seeds to farmers. Seeds are supplied by Seed Cooperatives and seed retailers in the regions. Also, fertilisers are subsidised at 60% of the selling price by Government to farmers. These fertilisers are procured through the Government Republic of Namibia tender procurement procedures. Maize being one

of the most grown crops in the Zambezi Region, farmers are subsidised to buy from the local retailers importing seeds. As a case in point, a total of N\$ 424,375.00 for the Zambezi Region were transferred to the regional council to assist process payment of maize seed subsidy, respondents explained. Respondents submitted that since they are not responsible for youth matters, but they are certain of the youth to have benefited from these schemes.

Concerning social capital, respondents maintained that there are agricultural associations and cooperatives in the region, but admitted that they are not sure whether they are young individuals or not.

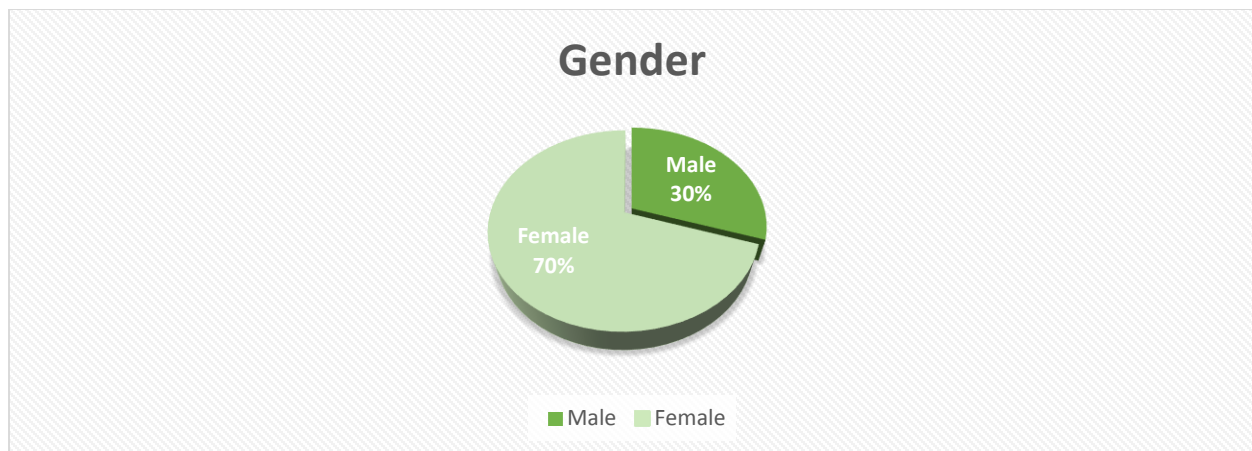
5.2.2. Rural youth in forestry livelihood activities

A livelihood analysis of rural youth participating in forestry activities was conducted in the Zambezi Region. This section presents the findings.

5.2.2.1. Profile of the respondents

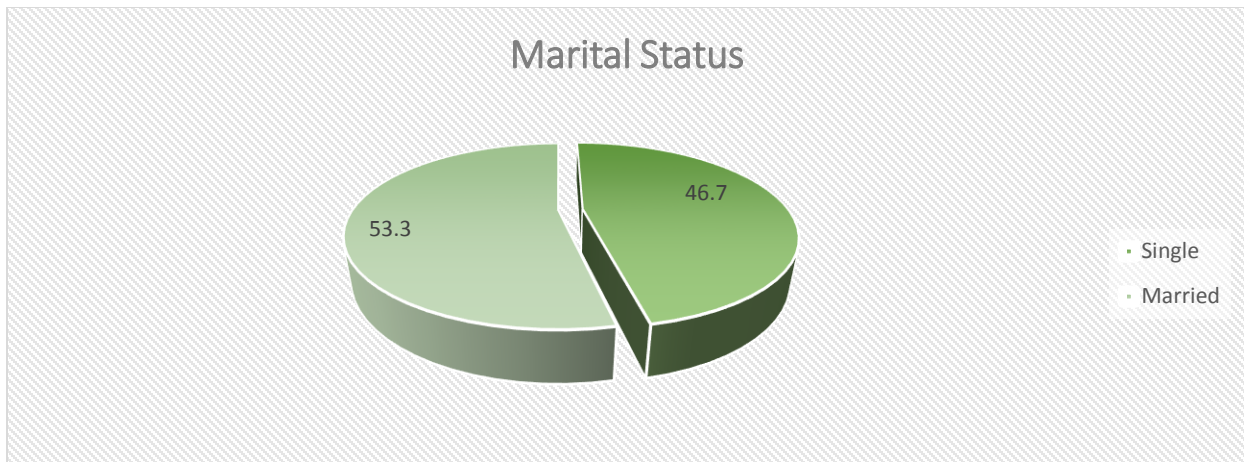
Figure 5.10, illustrates the distribution of the respondents according to gender in forestry livelihood activities.

Figure 5. 10: Gender of the respondents in forestry activities



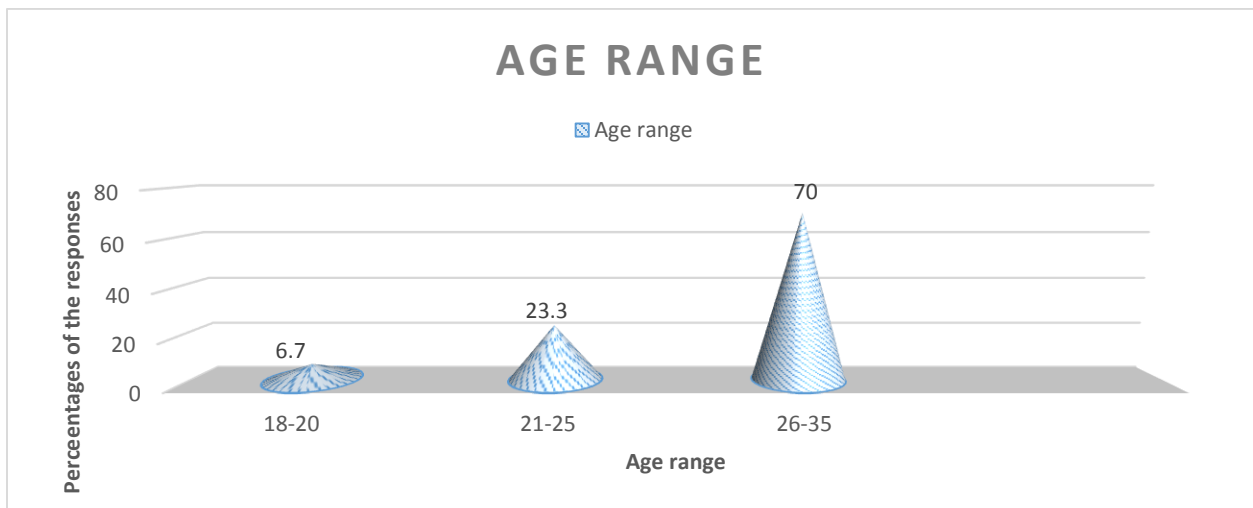
The study interviewed 30 rural youth participating in forestry livelihood activities in the Zambezi Region. Out of which, 21 respondents representing 70% comprising female and 9 male respondents, representing 30%. This implies most respondents in forestry activities were female. The main contributing factor was the division of labour, where males walked into the forest to cut poles and firewood, whilst females concentrated on selling forest products. Consequently, more female respondents were established during the study. The figure illustrates the marital status of the respondents.

Figure 5. 11: Marital status of the respondents in forestry activities



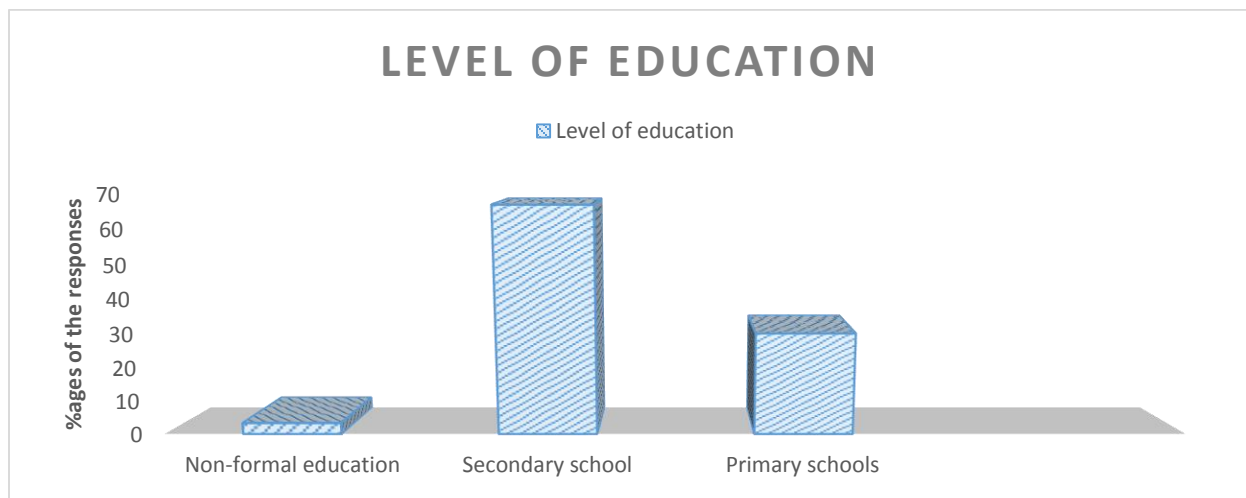
The figure indicates that 53.3% of the total respondents indicated they are married, compared to 46.7% of those who indicated single. Most respondents in forestry activities as covered by the study comprising married youth.

Figure 5. 12: Age range of the respondents in forestry activities



Concerning the age range as covered by the study, 70% of the respondents were aged between 26-35 years. Whereas, 23.3% of the respondents were those aged 21-25 of age and 18-20 of age representing 6.7%. Though the Namibian National Youth Policy defines young people as those between ages 16-35 (NA, DYD 2006), this study targeted young men and women between ages 18-35 participating in forestry activities in the rural areas of the Zambezi region.

Figure 5. 13: Level of education of the respondents in forestry activities



Most respondents as depicted in Figure 5.13 were discovered to be, at the secondary school level, with 66.7%. Whereas, those with primary school level represents 30.0% higher than respondents with non-formal education of 3.3%.

Table 5. 8: Occupation of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Employed	1	3.3	3.3	3.3
	Unemployed	28	93.3	93.3	96.7
	Other specify	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the 30 respondents of the study in forestry livelihood activities, only 1 respondent was established to be employed, compared to most unemployed, indicating 28 respondents representing 93.3%. One respondent was a student at the vocational training centre.

5.2.2.2. Analysis of rural youth in forestry livelihood activities

The question was what forestry livelihood activities are rural youth in the Zambezi Region participates? The study discovered there are youths in rural areas in the Zambezi Region participating in forestry activities such as collecting and selling firewood, cutting building poles, medicines, reaping, and selling wild fruits. As observed by Mendelsohn & Roberts (1997) that forestry, remains critical in meeting the basic needs of the individuals in the Zambezi Region. The study also discovered there are youth employed in community forests as guards, cleaners in orchards, and those who do wood carving. The study also established that certain respondents are also engaged in other non-forest activities such as cutting grass and reeds.

When asked the reasons for their participation in forestry activities, respondents indicated that they could not meet their livelihood needs, and hoped that forestry activities would assist address their needs. Other respondents said life was difficult for them since they had no means of generating income to uplift their living standards and support their families. Others participated in forestry

because they observed that other youth members' and families in forestry activities, they had their lives improved attributable to positive livelihood outcomes.

Some respondents claimed that they had nothing to do at home and thus engaged in forestry. Whereas, others were attributable to unemployment and thought of creating forestry-related employment opportunities. Certain respondents narrated that they depended on their families for livelihood support and were thus, advised to partake in forestry activities to become independent. Other respondents also said they engaged in forestry because they wanted to assist their local community in conserving forestry resources.

Figure 5. 14: Some of the forestry activities where certain rural youth in the Zambezi Region participates



The figure indicates bundles of firewood collected by some of the youth in rural areas in the Zambezi Region, ready to be sold to the public.

Most respondents were into forestry activities for over five years and beyond since some of them mentioned they began participating in forestry activities with their parents when they were still in primary and secondary schools. Respondents were also asked to explain whether forestry activities have met their expectations. In tackling this question, some respondents could not state yes or no, since they explained that forestry is not a reliable activity, but narrated that it is better than doing nothing. According to them, forestry activities have somehow addressed their livelihood goals. Respondents cited income generation and experience in conserving forest resources, which they could not gain before participating in forestry. Forestry activities according to most respondents is a positive experience, whilst certain respondents indicated it is a negative experience because of its unpredictability.

5.2.2.3. Vulnerability Context in forestry activities

According to the responses from interviews, the vulnerability context of forestry activities where they participate includes rainfall, affecting the harvesting of certain forestry resources such as cutting of building poles and firewood. Respondents further indicated that most wild fruits are seasonal. Meaning they can only be harvested during specific seasons, whereas others are destroyed by heavy rainfall. Certain medicinal plants are easily identified during rain seasons, whereas, in other seasons are often difficult to spot and even inaccessible. Respondents further explained that it is sometimes challenging to harvest forest resources in conservancies attributable to fear of wild animals such as predators, which can cause harm, injure or kill individuals especially during hunting seasons when wildlife population is at increase.

The other vulnerability context of forestry activities according to the respondents includes fire, which destroys forestry products. Certain respondents also expressed that conflict amongst community members over ownership of land is also a problem in forestry, where individuals from various areas are restricted from harvesting forestry resources in other areas. Forestry is also vulnerable to changes in forestry policies. As a case in point, restrictions on harvesting forestry

resources by responsible institutions and fluctuation prices of harvesting, transport, and marketing permits. Concerning non-forestry products such as grass and reeds, respondents asserted that they are vulnerable to fire, rain season, and also during flood periods, which often hits the Zambezi Region on an annual basis.

5.2.2.4. Livelihood assets in forestry

As the SLF is concerned with people, it seeks to gain an accurate and realistic understanding of people's strengths, called assets or capitals (DFID 2000). The research needed to analyse how rural youth endeavour to convert these strengths into positive forestry livelihood outcomes. The basis of the SLF in this context is that rural youth requires a variety of assets to attain positive livelihood outcomes. The findings on the five types of assets or capitals where forestry livelihoods were analysed include the following;

5.2.2.4.1. Social capital

Social capital remains one of the identified capitals or assets upon which livelihoods are built (DFID 2000). Regarding social capital in forestry, the study established that respondents in rural areas depend on their families and friends for support. This includes organised groups for collecting firewood, support concerning transporting firewood from the forest to their areas/ villages, and finding market places for exhibiting forest products. Others even sell forest products on behalf of their families and friends. Usually, respondents also divide into groups during the collection of wild fruits. They also assist each other in wood carving.

The study also discovered that some respondents in areas covered by community forests in the Zambezi Region are usually members of these community forests. And certain respondents were discovered to be served on community forest committees, where they decide regarding the operation of the forests. Other respondents were established to be elected to crucial positions in community forests such as treasurers, where they are responsible for financial matters of

community forests. The study also established that there are also respondents, serving as forest guards, responsible for ensuring the conservation of forest resources in community forests. Other respondents in rural areas indicated that they do not belong to any groups or organisations, but they do their forestry activities on their own such as the digging of the devil's claws.

5.2.2.4.2. Financial capital

According to the respondents, community forests are provided annual quarters to harvest forest-related products such as building poles, firewood, and timbers. Despite annual quarters, they are also provided the mandate to impound unlawful forest harvesters. This refers to those established, in possession of forest products without authorisation permits. The harvested products are then sold to the general community to generate income. The profit generated is then distributed amongst committee members, the local community members, traditional authority in the jurisdiction of the community forests, and running costs for the community forest offices.

According to the respondents, this depends on the distribution, sharing plan agreed upon by the community. As a case in point: 5% of profit for the committee, 20% of the traditional authority, 15% of the general community members, 15% for the office. The study established that respondents, serving in crucial positions such as treasurers, committee members, and guards in community forests are considered as priorities when income is generated from community forests. Though this is not a fixed monthly allowance, they provide income once profit was generated. As one respondent narrated that;

“Last time I got paid was 2017, when we were given N\$400 each after selling building poles we impounded from unlawful harvesters”.

Despite respondents in community forests, other respondents in forestry activities sell their forest products to the public. The study observed several rural young males and females selling firewood alongside the road.

Figure 5. 15: Bundles of firewood belonging to a young rural female in the Zambezi Region



The figure depicts firewood belonging to one of the respondents being sold at N\$5 per bundle to the public. Other non-forest products such as reeds and grass are also sold to the general community members. According to the respondents' certain profits generated from the sale of firewood and building poles are kept at a local post office, banks and other part of the profit is kept at home to cater to immediate household needs such as purchasing of food to reduce food insecurity.

5.2.2.4.3. Natural capital

Concerning natural capital in forestry livelihood activities, the study established that respondents in rural areas have access to forest resources such as firewood, timber, wild fruits, and building poles. Before accessing forest resources such as firewood mostly for sale, timber, and poles, permission must be obtained from the local traditional authority in collaboration with the

Directorate of Forestry to grant access to these resources. Whereas, wild fruits, respondents indicated that they access them free of charge. Regarding non-forest products such as grass and reeds, respondents detailed that local traditional authorities grant permission, providing access to these resources. Though some respondents indicated that they sometimes harvest without provided permission attributable to non-monitoring by traditional authorities over individuals harvesting these resources unlawfully, they see no need to obtain authorisation.

5.2.2.4.4. Physical capital

Regarding physical capital in forestry activities, respondents indicated there are various devices and equipment's that they use when performing these activities. Amongst them are axes for cutting building poles and firewood, saw for cutting poles, spade for the medicinal plants such as devil's claws, sickle for cutting grass and reeds, slashes, rakes and other firefighting equipment when rendering cut lines and preventing fire for those working in community forests.

The study also discovered that some respondents living close to community forests have access to offices and other information related to community forests such as the marketing of forest products. The marketing of these products is conducted in community forest offices. Whereas, others market their forest products alongside roads, especially those residing close to main roads.

5.2.2.4.5. Human capital

Human capital was used to refer to rural youth knowledge, skills, and attitudes in forestry activities. The table indicates training received by the respondents in forestry.

Table 5. 9: Training received in forestry activities

		Frequency	%	Valid %	Cumulative %
Valid	Yes	4	13.3	13.3	13.3
	No	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

The study established that of the 30 respondents in forestry livelihood activities, 4 of the respondents representing 13.3% mentioned that they received training in forestry in areas such as; firefighting; cutting lines in the forest; wood and grass harvest; identifying and digging of devil's claws; counting of poles in the forest and cutting firewood.

The study also discovered that 13.3% of the respondents who received training in forestry, comprising young individuals serving on community forest committees and those employed by community forests. The remaining 26 respondents representing 86.7% as indicated on the table, said they have not received training in forestry. These comprise rural young males and females residing in non-community forest areas and who perform forestry activities on an individual basis in their villages.

Table 5. 10: Rating of forestry training as indicated by the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Inadequate	1	3.3	3.3	3.3
	Uncertain	1	3.3	3.3	6.7
	Adequate	2	6.7	6.7	13.3
	Not at all	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

According to data presented in the table above, 3.3% of the respondents indicated that training received in forestry was inadequate. The respondent explained that immediately after the training, equipment was taken away by the trainers and was not supplied with additional equipment to practice and use in the field. From the data presented in the table above, another respondent also argued that the training was uncertainly attributable to its irrelevance in the respondent's livelihood practice and relevance to the community forest activities. The majority of the respondents of 26, representing 86.7% narrated that they have not received training in forestry activities.

5.2.2.5.Policies, institutions, and processes in forestry activities

Livelihoods are formed by policies, institutions, and processes at all levels. These determine not only access to the diverse types of capital (natural, physical, human, social, and financial) but also the substitutability of capitals. They determine options for livelihood strategies and access to decision-making bodies and external sources of influence. Organisations, in both the public and private sectors, decide and facilitate policies, legislation, and regulations and undertake activities that affect livelihoods. Processes determine the way where institutions and individuals, operate and interact. Policies, institutions, and processes operate at all levels and in all spheres, both public and private, and they significantly influence the conditions that promote the achievement of multiple livelihood strategies and sustainable livelihoods (Bingen 2000).

Concerning this study, it was established that it suggests a specific Government ministry and organisations that provide forestry services and support to rural individuals including the youth in the Zambezi Region. These institutions operate in establishing laws, policies, and procedures. According to the respondents, these institutions are:

➤ Ministry of Agriculture, Water, and Forestry (Directorate of Forestry)

According to the respondents, the MAWF has the responsibility of managing forest resources in Namibia and has established regional offices and district forestry offices. The process for one to access forest resources is that the Directorate Forestry requires a letter

obtained from the traditional authority before issuing a forest harvesting permit. Once the letter was presented, payment is also required for issuing the permit amounting between N60-80 depending on the number of tones to be harvested. The fees according to the respondents apply to all members.

➤ Community forests

Community Forests are important institutions in managing forestry activities at the community level. Respondents explained that in areas in the jurisdictions of community forests, payment of N20 is required from any person intending to harvest forest resources except wild fruits. Once this payment was effected, the person is then provided a letter and referred to the Directorate of Forestry situated in town for the issuing of the harvesting permit, and payment is to be effected as well depending on the number of tones.

➤ Traditional Authorities

According to the respondents, traditional authorities distribute correspondence to individuals intending to harvest forest resources except for wild fruits and are charged an amount of N50. After paying this amount, the person is then provided a letter and referred to town to present the letter to the Directorate of Forestry for issuing the license.

The study also discovered there are some respondents engaged in non-forest products such as reeds and grass. According to them, conservancies and traditional authorities regulate these products specifically the local traditional courts referred to as local courts (Khutas in local Silozi language). Fees are also charged by these institutions depending on the number of bundles of grass and whether the bundles are for sale or not. Meaning, if the person intends to conduct business, respondents explained that the charges are higher than domestic use. Correspondence is also issued to such a person and upon receipt of payment, an authorisation letter is issued to access the products. These fees vary, such as N\$10 at traditional court or N50 at the conservancy offices. The fees apply to all members of the community.

5.2.2.6. The views of forestry technicians on rural youth poverty in forestry activities

The study administered questionnaires to forestry technicians responsible for facilitating forestry programmes and projects in rural areas to get their observations on how forestry can address rural youth poverty.

5.2.2.6.1. Profile of the respondents

The table illustrates the profile of the respondents.

Table 5. 11: Gender of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Male	2	66.7	66.7	66.7
	Female	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

The table illustrates that from the total 3 respondents, 2 of them were male representing 66.7%, compared to one respondent representing 33.3%. The study targeted both male and female respondents, during the study, more male respondents were established in this category. The table below indicates the age groups of the respondents.

Table 5. 12: Age group of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	31-40	1	33.3	33.3	33.3
	41-50	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Most respondents were comprising those aged between 41-50 years, representing 66.7%, compared to 33.3% of ages 31-40 years. The table below indicates the marital status of the respondents.

Table 5. 13: Marital status of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Single	1	33.3	33.3	33.3
	Married	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

The majority of the respondents indicated they were married compared to one single respondent. The table below indicates the academic and professional qualifications of the respondents.

Table 5. 14: Academic and professional qualifications

		Frequency	%	Valid %	Cumulative %
Valid	Degree including experience in forestry	2	66.7	66.7	66.7
	Diploma including further training in forestry	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

It was discovered that most respondents of 66.7%, possess university degrees in forestry-related fields, compared to one of the respondents with a diploma in forestry. The table indicates years of experience in the field of forestry.

Table 5. 15: Years of experience in forestry

		Frequency	%	Valid %	Cumulative %
Valid	6-9 years	2	66.7	66.7	66.7
	More than 10 years	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

As depicted in the table above, most respondents were discovered to have accumulated between 6-9 years' experience in forestry, compared to one respondent with over ten years' experience in facilitating forestry programmes and projects.

5.2.2.7. Programmes and projects in forestry

Respondents were requested to indicate the livelihood support in forestry they provide to rural youth. The question was aimed at addressing the five livelihood assets as stipulated in the SLF with emphasis on human, physical, financial, natural, and social capitals. Regarding human capital, respondents indicated that they have no programme or project that targets the youth. Their programmes according to respondents are for the general community members, but the youth are also welcome to participate in them such as nurseries, orchards, community forests, de-bushing, and cut lines. Concerning physical capital, it was discovered that there are forestry extension offices where rural young individuals can seek forestry-related information, especially those residing close to the offices. Further, it was discovered that forestry offices do not have devices and equipment that rural youth can use or request for their forestry-related activities.

Regarding access to forestry resources, respondents stressed that to access forestry resources, authorisation is required from the Directorate of Forestry in collaboration with local traditional authorities, and payment is required from the applicant. The fees are universal to all community members, regardless of youth or not. Regarding financial capital, the study discovered that there

is no financial assistance fund scheme for the youth in forestry activities. Whereas, for social capital, there are community forests where certain of the rural young individuals are serving. These community forests, grant opportunities for members to benefit from forest resources such as the sale of poles and wood and income earned from de-bushing and cut lines.

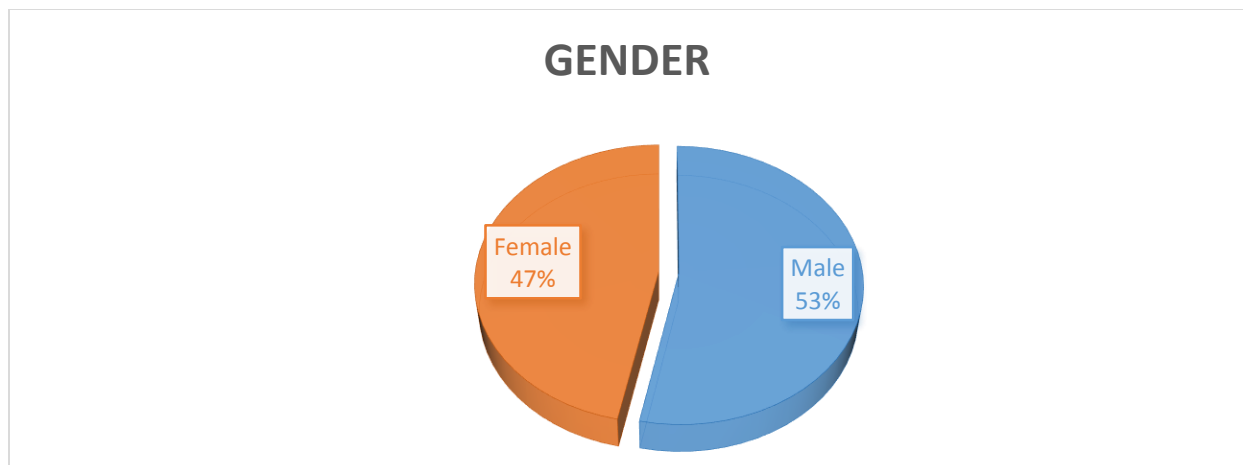
5.2.3. Rural youth in fishery livelihood activities in the Zambezi Region

A livelihood analysis of rural youth participating in fishery activities was conducted in the Zambezi Region. This section presents the findings.

5.2.3.1. Profile of the respondents

Figure 5.16 illustrates the distribution of the respondents according to gender in fishery livelihood activities as indicated;

Figure 5. 16: Gender distribution of the respondents in fishery livelihood activities



In fishery livelihood activities, the study had 30 respondents. 16 of the total respondents' representing 53% as depicted in the figure comprising males. Whereas, the remaining 14 of the

respondents, representing 47% were female. Male respondents dominated the study. The research observed that more female respondents were not established during the study since they had to travel to town to access the market, whilst males remained in rural areas doing fishery activities.

Table 5. 16: Marital status of the respondents in fishery activities

		Frequency	%	Valid %	Cumulative %
Valid	Married	18	60.0	60.0	60.0
	Divorced	3	10.0	10.0	70.0
	Single	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

The study discovered that from the total 30 respondents in fishery livelihood activities, 18 of the respondents representing 60.0% indicated that they are married. Whereas, 3 of the respondents, representing 10.0% said they were divorced and 9 respondents representing 30.0% indicated they are single. The study targeted all respondents, regardless of their marital status.

Table 5. 17: Age range of the respondents in fishery activities

		Frequency	%	Valid %	Cumulative %
Valid	18-20	1	3.3	3.3	3.3
	21-25	4	13.3	13.3	16.7
	26-35	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

As indicated in the table above, only one of the respondents from the total 30 was aged between 18-20 years, representing 3.3%. The attributing factor is that the youth at this age, are mostly still dependent on their parents and families. Meanwhile, 4 respondents were established to be aged

21-25 representing 13.3% and a majority of 25 respondents were established to be aged between 26-35 years representing 83.3%.

Table 5. 18: Level of education of the respondents in fishery livelihood activities

		Frequency	%	Valid %	Cumulative %
Valid	Secondary school	17	56.7	56.7	56.7
	Primary school	12	40.0	40.0	96.7
	University/College	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The study discovered that 17 of the total 30 respondents representing 56.7%, were established to be at the secondary school level. Whereas, 12 of the respondents representing 40.0% indicated that they have a primary school level. Also, only one of the total respondents of 3.3% has indicated to have attended a university education.

Table 5. 19: Occupation of the respondents in fishery activities

		Frequency	%	Valid %	Cumulative %
Valid	Unemployed	30	100.0	100.0	100.0

Respondents were requested to indicate their occupation concerning whether employed, unemployed, or others to specify. According to the findings as depicted in table 5.19 above, all respondents were established to be unemployed, representing 100% of the total respondents. They cited a lack of employment opportunities in rural areas as the main contributing factor.

5.2.3.2. Fishery activities for rural youth

The question was what fishery livelihood activities are rural youth in the Zambezi Region participates? The study discovered that rural young males and females are participating in fishery livelihood activities in the Zambezi Region. Most respondents were established to be engaged in the small-scale fishery. A concept used to describe fishers who are either self-employed single operators, informal micro-enterprises or formal sector businesses (Coates 2002; Tieze 2016), fishers without fishing technologies, but rather uses manual fishing operators, in most cases are with or without fishing permits from relevant authorities (Béné 2006:9; Staples, Satia & Gardiner 2004).

Whereas, other youth orders, fish stocks from fishermen, and transport to other areas, but mainly in town for marketing. These groups of respondents indicated that most of their customers are in town. As a case in point, according to respondents, one cooler box of fish stock costs N\$400 from fishermen. Whereas, when respondents sell to their customers in town, they increase with N\$200 profit to N\$600 per cooler box. Most respondents said each of them carries two to three cooler boxes of fish stocks to town, implying that for one trip to town, they earn around N\$1200-1800 each. Not only do rural youth buy and sell fish stocks, but also as a source of food. Coates (2002) expressed similar observations that fishery also contributes to food security, providing important nutritional benefits to consumers.

Figure 5. 17: An image of fish stock to be transported to town by a young female in a rural area in the Zambezi Region



The study also established that there are respondents in fishery projects such as fish farms. Two fish farms in the Zambezi Region were visited. The research also observed certain of the respondents doing fishing activities, where they catch fish and sell to those that intend to sell to towns and other areas. According to them, their life is difficult since they spend most of their time doing fishing.

Concerning reasons for participation, respondents indicated that their reasons for participation in fishery livelihood activities were attributable to poverty and unemployment. All respondents indicated that they could not secure employment opportunities and thus established it difficult to meet their life goals and ended up in a poverty situation. Other respondents claimed that they have observed positive livelihood outcomes of other youth in fishery activities. As one respondent said;

“I have observed a friend of mine who has been ordering fish stocks that her life has improved. She no longer depends on her parents for food, clothes, transport fees, but she can now travel and buy whatever she wants because she generates enough income from selling fish stocks. I also decided to do the same”.

Other reasons for rural youth participation in fishery activities according to the respondents, was that they could not see any Government interventions concerning youth in rural areas, such as project initiatives, positive youth meetings where rural youth could share their livelihood difficulties, no visitation by constituency councillors and those concerned with youth matters, no youth development proposals in their areas and from traditional authorities. They decided to establish their own life goals that of fishery activities. Certain respondents pointed that they had no choice but were forced by demanding situations they encountered and thus, ended up in fishery activities. Food insecurity was also one reason discovered by the study. In this, respondents stated that they could not afford to maintain food security for their families and thus, engaged in fishery activities.

Respondents indicated that they view fishery livelihood activities as both positive and negative experiences. Positive in the sense that poverty has somehow reduced attributable to their participation in fishery activities and negatively attributed to the depletion of fish stocks.

5.2.3.3. Vulnerability Context in fishery activities

Respondents in fishery activities were requested to indicate the vulnerability context they encounter in fisheries. According to the respondents, the vulnerability context of fishery activities includes the depletion of fish stocks. In this, respondents explained that sometimes, they take one to two days catching no fish attributed to depletion caused by overfishing. Similar observations were also expressed by Tweddle, Cowx, Peel & Wexl (2015:99) that all fisheries in the Zambezi region have experienced severe declines in catch rates. Other respondents mentioned that fishery activities are unreliable since these are seasonal activities. According to them, fish stock is mostly

available during flooding seasons, whereas in other seasons rivers get dry. Concerning conflicts, according to respondents, conflicts often occur in certain cases when one is established to conduct fishery activities in other areas without permission from the proprietors. Such authorisation according to the respondents is effected by payment to the local traditional authorities. The prices of fish stocks also fluctuate depending on the availability of fish stocks in the rivers. For instance, when it suggests a limited supply of stocks, the prices of fish go up and when it suggests enough supply, prices reduce. During periods December- February each year, fishery activities are suspended in the entire region by the Ministry of Fishery and Marine Resources, leading to those who depend on it for survival in a demanding situation. Respondents also expressed that diseases such as malaria due to mosquitoes at river sites and are also exposed to danger about crocodiles, hippos, snakes, and capsizing.

5.2.3.4.Livelihood assets in fishery activities

The purpose of this section was to investigate the livelihood assets that rural youth have access to that influences their fishery activities.

5.2.3.4.1. Social capital

The study discovered that some respondents in fishery activities in the Zambezi Region depend on collaborating friends and family members. Concerning friends, respondents indicated that they do fishery activities together with friends, who assist in preparing fishing nets, catching and loading of fish. They also support each other about cooler boxes for loading fish stocks and ice blocks. Respondents also claimed that in case if one does not possess a fishing net, they often join hands with those that have. They provide each other turns and when income is generated, they share to enable each member to save to purchase their nets. They often rotate until the whole group has purchased fishing nets, as expressed by the Food and Agricultural Organisation (2004) that fisheries are observed as a social activity, strengthening community cohesion. The purpose of this

initiative, according to the respondents, is to be empowered ensuring each member can have their fishing net that will enable him or her to generate own income necessary for poverty alleviation.

Whereas, about family members, respondents indicated that families are a source of income. As one respondent said;

“I did not know where to start in fishery activity, I approached my uncle and explained to him that I intend to engage in fishery activities of ordering fish from the riverside and sell in town. My uncle agreed and surprisingly, he gave me a cow, which I sold and bought one fishing net in Zambia including a canoe here in Zambezi Region. I then searched for a fisherman. If it wasn't my uncle, I would have suffered”.

Figure 5. 18: Rural young males at the riverside doing fishing activities



Respondents also narrated that they borrow each other canoes necessary for fishing. Respondents also buy groceries, cook, and eat together as a group whilst at the camp. They also share accommodation, such as two to three individuals sleeping in one hut.

The study also established that there are fishery projects where rural young individuals participate. According to the respondents, these projects are not necessarily met for the youth, but for the communities, participation is voluntary. Whilst in projects, when income is generated from the selling fish stocks, it is distributed amongst the project members.

5.2.3.4.2. Financial capital

Respondents engaged in fishery activities narrated that they depend on their income generated from fishery activities for their livelihood. Certain portions of the net income are ploughed back into fishery activities for sustainability such as transport to town and back to the riverside, pay fishermen, food, and other essentials. The United Nations Development Programme (2017:9) acknowledged similar observations that financial capital can also be used for the direct acquisition of livelihood outcomes, such as food purchasing to reduce food insecurity. The other part of the profit is used for purchasing cooler boxes for storing fish stocks. Other respondents narrated that they use part of their profit to support their families. About savings, certain respondents pointed out that they have opened bank accounts at local banking institutions as part of their savings for themselves and their children. Whilst others said, they cannot save attributable to little profit generated from the selling of fish stocks. Similar observations were also observed by Kebe, Jern, Collins, Kay & Kekula (2009:8) that in several developing countries, fisheries communities are considered as the poorest groups in the rural society, and as such, they have hardly earned surplus income for savings. Respondents also mentioned there are no existing credit schemes in the Zambezi Region supporting rural youth engaged in fishery activities.

5.2.3.4.3. Natural capital

When asked access to natural capital, respondents replied that they have access to fish stocks and are open to all fishers. The fishery activities are conducted in local rivers such as Chobe, Linyanti, Lake Liambezi, Zambezi, Kwando, Dzoti, Hanyini, Pitakwenda and Mashi Rivers. For fishermen and females that camps at riverside doing fishery activities, respondents indicated that they have access to grass and reeds, which they use to build traditional hurts as houses during the times of camping. Also, respondents said they also have access to cut poles for structuring village shelves, used for drying fish. It was also discovered from respondents that whilst doing their fishery activities, respondents also rely on rivers as sources of drinking water and other necessities such as bathing and washing.

5.2.3.4.4. Physical capital

DFID (2000) provides that physical capital embraces devices and equipment, which increases productivity. Concerning physical capital in fishery livelihood activities, respondents indicated that they have fishing nets, which enables them to catch fish, without them, fishery activities could not occur. Though the condition of roads in rural areas is not conducive, the study established that respondents in fishery activities, have access to these bad roads to reach the riverside. Whereas concerning transport, respondents mentioned that they find it difficult to reach the riverside attributable to bad roads. Sometimes, respondents said they take short cuts by taking canoes to reach their places attributable to the unavailability of transport or are sometimes dropped off at nearby roads and walk to the riverside. The feeble road conditions explain the meagre fish distribution and marketing system in the Zambezi Region. Figure 5.19 depicts the kind of roads from one of the riverside in the Zambezi Region.

Figure 5. 19: Condition of the road from one of the riverside in the Zambezi Region



Concerning housing and buildings, respondents explained that they have temporal building structures, often built with grass, or sometimes use tents because the areas are unreliably attributable to flood and unavailability of fish stocks, which requires them to relocate to other places. In one of the research sites, a community storage facility was also identified during the study, where, according to some respondents have access to it. Though they did not use the facility but opted to transport fish stocks to town. Respondents urge that the storage facility does not have a cooling system in place that it cannot keep fresh products such as fish stocks. Similar explanations were also expressed by Kebe et al (2009:9) that the artisanal fish landing sites are devoid of basic fisheries infrastructure, such as fish handling and processing areas, storage facilities for processing products and ice, and chill storage facilities. The study also discovered that potable water supply systems and sanitary facilities are also not available and environmental hygiene and beach sanitation are major challenges. Respondents maintained that they have no possibilities to develop strong linkages with existing institutions intervening at the local level, such as a case in point concerning MFMR developing physical capital.

Some respondents in fishery activities maintained that they have access to information such as network facilities, which enables them to communicate with their customers in town. Other information facilities in their areas, respondents said they do not have access to libraries or internet facilities to access fishery-related information.

5.2.3.4.5. Human capital

Respondents were requested to indicate whether they have received any fishery-related training.

Table 5. 20: Percentages of the responses in fishery training

		Frequency	%	Valid %	Cumulative %
Valid	Yes	2	6.7	6.7	6.7
	No	28	93.3	93.3	100.0
	Total	30	100.0	100.0	

The table indicates that from the total 30 respondents in fishery livelihood activities, only 2 respondents received training in the following areas;

- Fishery management.
- Practice and integrated aquaculture systems.

Meanwhile, the research observed those who attended the training are serving as committee members of fish farm projects. 28 of the total respondents as stated in Table 5.20 above, representing 93.3% have not received training related to fishery activities. The study observed that this group of respondents comprising young males and females conducting fishery on an individual basis rather than in projects.

Respondents in fishery activities in the Zambezi Region are characterised by low levels of literacy and general lack of knowledge of modern fishing techniques and fish processing technologies causing high post-harvest losses. Lack of knowledge of livelihood diversification and financial

capital for rural youth participating in fishery activities in the Zambezi Region makes it difficult for them to develop innovative strategies to improve livelihood and reduce poverty.

5.2.3.5.Policies, institutions, and processes in fishery activities

The researcher requested respondents to indicate, institutions, and processes that exist in fishery activities. About policies, respondents replied there are not aware of any policy that addresses rural youth participation in fishery activities, but there were convinced there were no such policies. Regarding institutions, respondents indicated that there are aware of the MFMR that monitors fishery activities in the region in collaboration with the traditional authorities and local fishery committees. About processes, respondents narrated that they require no authorisation from any authority to do fishing except outsiders who should obtain permission from local traditional authorities before engaging in fishing. Respondents in fish farms urged that they are required to obtain approval and permits from the MFMR before harvesting fish stocks.

5.2.3.6.The views of fisheries technicians on rural youth poverty in fishery activities

The study administered questionnaires to fisheries technicians responsible for facilitating fisheries programmes and projects in rural areas to get their observations on how fisheries can address rural youth poverty. This section presents the findings.

5.2.3.7.Profile of the respondents

The table illustrates the gender of the respondents.

Table 5. 21: Gender of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Male	3	100.0	100.0	100.0

In this category, all respondents were male. The study targeted both male and female, but during the cause of the study, only male respondents were found. The table below indicates the age groups of the respondents.

Table 5. 22: Age groups of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	31-40	1	33.3	33.3	33.3
	41-50	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

As indicated in the table above, most respondents were established to be between the ages 41-50, compared to 33.3% of one respondent. The below table indicates the marital status of the respondents.

Table 5. 23: Marital status of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Married	3	100.0	100.0	100.0

All respondents in this category as indicated above, indicated married, representing 100 %. The table indicates the academic and professional qualifications of the respondents.

Table 5. 24: Academic and professional qualifications

		Frequency	%	Valid %	Cumulative %
Valid	Degree including experience in fisheries	1	33.3	33.3	33.3
	Diploma including further training in fisheries	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

As indicated in the table above, most respondents possess diplomas, including further training in fishery-related fields, representing 66.7% compared to one respondent with a degree in fishery including appropriate experience. The table indicates years of experience in fisheries.

Table 5. 25: Years of experience in fisheries

		Frequency	%	Valid %	Cumulative %
Valid	6-9 years	1	33.3	33.3	33.3
	More than 10 years	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Most respondents have over 10 years' experience in fisheries representing 66.7% compared to 33.3% with 6-9 years' experience in fisheries.

5.2.3.8. Programmes and projects in fisheries

Respondents were requested to indicate the livelihood support in fishery they provide to rural youth. The question was aimed at addressing the five livelihood assets as stipulated in the SLF with emphasis on human, physical, financial, natural, and social capitals. Respondents indicated that they have no programmes neither projects that target the youth. Their programmes are for the general community members. With fishery projects, respondents explained that they provide training in fishery management, but this is limited to those participating in projects. Asked why the training cannot be extended to other community members, including the youth doing fishery activities on an individual basis, respondents indicated that the MFMR does not allow them to do so since it is outside their mandate. About physical capital, respondents mentioned that the MFMR does not provide access to fishery equipment and devices, except those in fishery projects such as fishnets during harvesting periods. The ministry also has a regional office situated in the town where those interested including the youth in rural areas can seek fishery-related information.

It was also discovered that though the ministry does grant access to fisheries, most fishermen in rural areas including rural youth have access to fisheries resources. Respondents in projects are required to obtain permission from the ministry before harvesting. According to the respondents, it suggests no financial assistance or fund scheme for rural youth in fisheries except those in fishery projects. Youths serving in fishery projects have access to income generated from fish harvested.

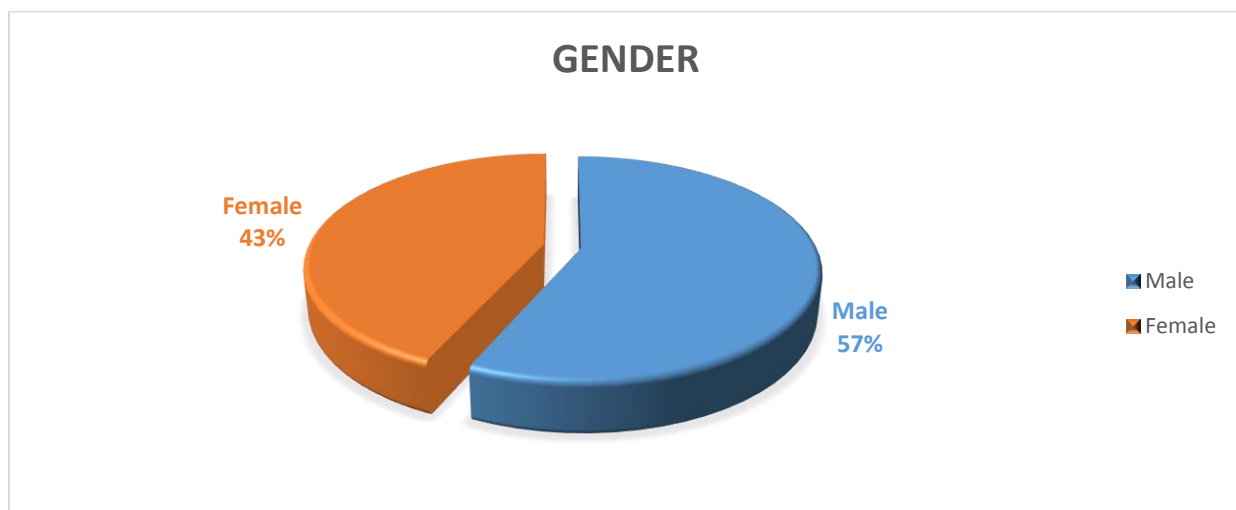
5.2.4. Rural youth in wildlife activities (community conservancies)

A livelihood analysis of rural youth participating in wildlife activities was conducted in the Zambezi Region. The study conducted interviews with rural youth participating in wildlife activities. This comprising young males and females residing in rural areas in conservancy areas in the Zambezi Region.

5.2.4.1. Profile of the respondents in wildlife activities

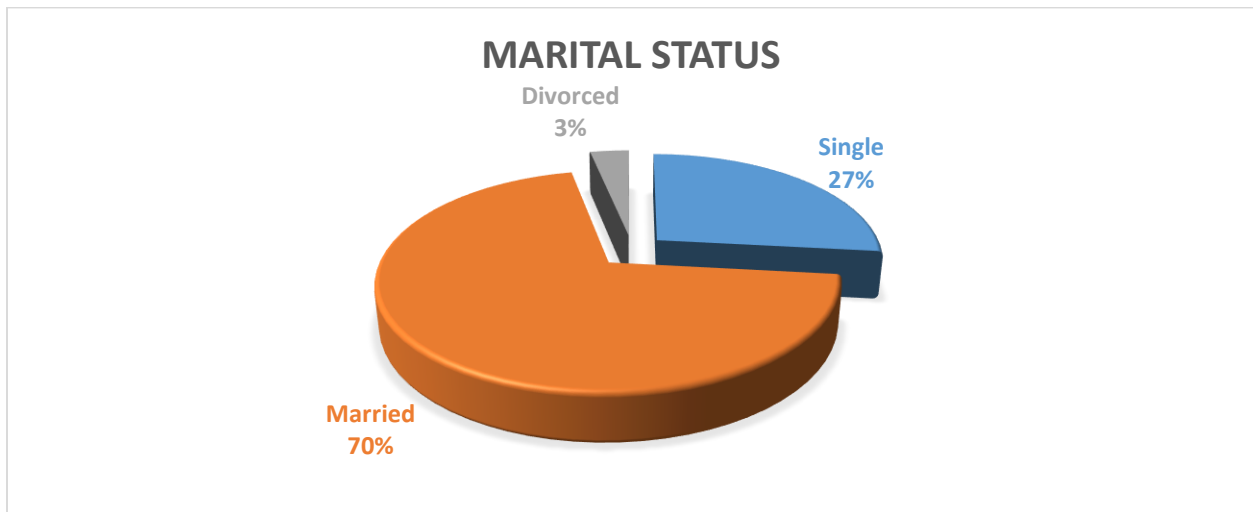
Figure 5.20 illustrates the gender distribution of the respondents in wildlife activities

Figure 5. 20: Gender distribution of the respondents in wildlife activities.



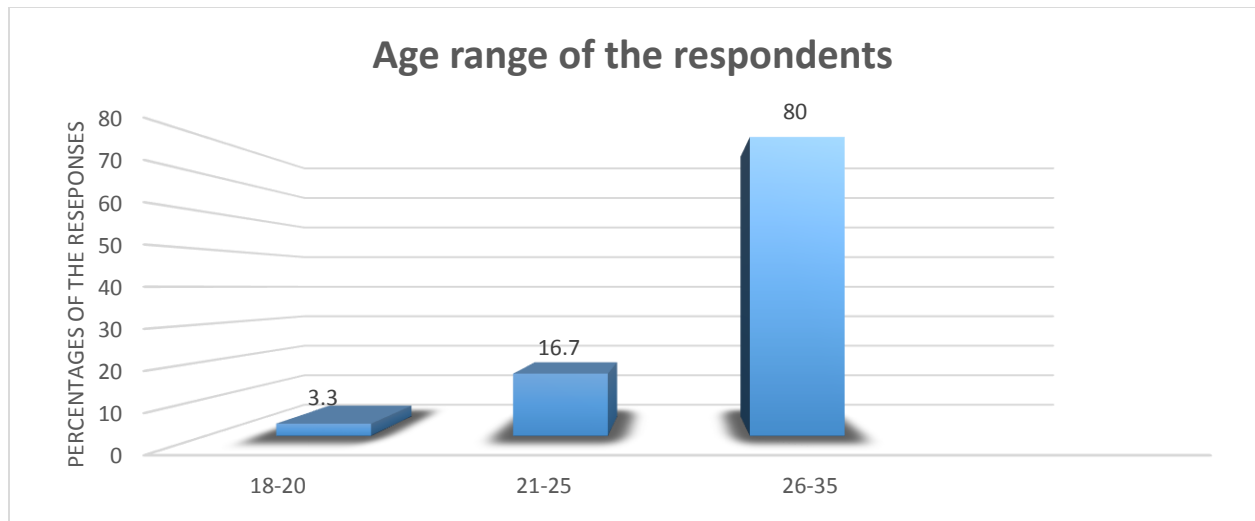
The study interviewed 30 respondents in wildlife activities. Out of the total 30 respondents, 57% comprising male respondents, and 43% of the respondents were female. Figure 5.21 illustrates the marital status of the respondents in wildlife activities.

Figure 5. 21: Marital status of the respondents in wildlife activities.



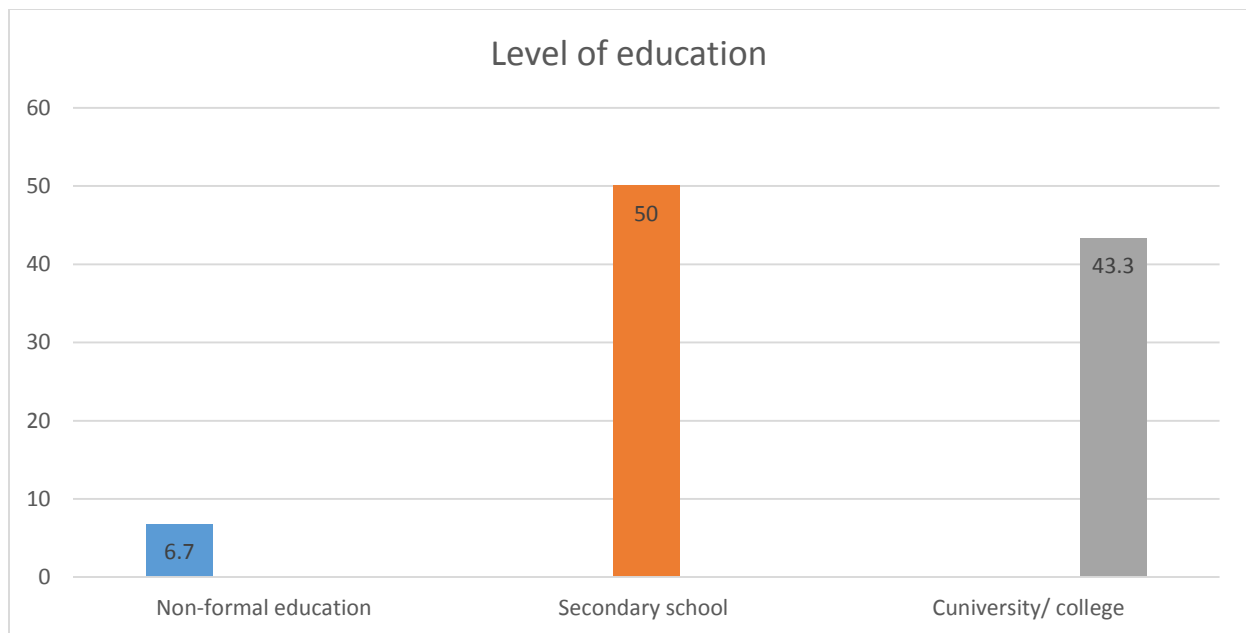
The figure illustrates that of the total 30 respondents of the study, most 70% of them were established to be married, whereas, 27% were single and 3% represents the divorced respondents. Figure 5.22 indicates the age range of the respondents in wildlife activities.

Figure 5. 22: Age range of the respondents in wildlife activities



Respondents were requested to indicate their age range, 80% of the total respondents were established to be aged 26-35. Whereas, 16.7% were aged between 21-25 and the remaining 3.3% were those aged 18.20. The majority of the respondents in wildlife activities were dominated by age groups 26-35 as stated in Figure 5.22 above. This was attributed to them being the most available respondents during the study. Figure 5.23 indicates the level of education in wildlife activities.

Figure 5. 23: Level of education in wildlife activities.



Respondents were requested to indicate their level of education, 50% of the total respondents indicated that they attended secondary schools. Whereas, 43.3% of the respondents said they attended university/ college and 6.7% have attended non-formal education.

Concerning occupation as indicated (Table 5.27), 76.7% of the total respondents were established to be unemployed and 23.3% were employed in various community conservancies in the study areas.

Table 5. 26: Occupation of the respondents in wildlife activities

		Frequency	%	Valid %	Cumulative %
Valid	Employed	7	23.3	23.3	23.3
	Unemployed	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

5.2.4.2. Rural youth in wildlife activities (Conservancies)

The question was what wildlife activities are rural youth in the Zambezi Region participates? The study discovered that rural youths are participating in wildlife activities in the Zambezi Region. Certain of the respondents were established to be employed in conservancies as administrative officers, game guards, community resource monitors, campsite workers, environmental awareness officers, and enterprise officers.

According to their responses, their involvement in these activities was to contribute to wildlife conservation in their areas. Whereas, some respondents urged that life was difficult that they had nothing to eat, no means of generating income to meet their livelihood goals, thus applied for positions at conservancy offices.

Other respondents in wildlife activities indicated that they are ordinary members of conservancies living in various areas and villages covered by conservancies. According to certain of these respondents, the existence of conservancies was a negative experience since their establishment thus little were conducted on rural youth poverty but contributed to existing challenges of poverty in the region. Respondents argued that conservancies have failed to initiate viable youth projects and employment opportunities for rural youth.

5.2.4.3. Vulnerability Context in wildlife activities

Respondents in wildlife activities were requested to indicate the vulnerability context that affects their wildlife activities. According to the respondents, the vulnerability context of wildlife activities includes picking up seasons for wildlife population during winter, when damages to crop fields are at an increase. Respondents also mentioned that they also experience drought in their areas and predators mostly attack their livestock. Similar findings were also presented by Murphy & Mulonga (2002) that any damage to crops or livestock by wildlife has the potential to threaten crucial livelihood strategies for household food security and investment. The outbreak of infectious diseases such as foot-and-mouth, which affect their livestock. Zambezi Region was characterised as the foot-and-mouth disease infected zone attributable to the periodic occurrence of the disease in the region. The presence of African buffalo, the carrier of foot-and-mouth disease, render control of this disease in this region, difficult (Maseke 2016). Further, respondents also mentioned fire, which destroys the grazing of wildlife and crops of the respondents. Respondents also narrated that most conservancy workers are casually attributable to conservancies' inability to recruit permanent staff because of insufficient funds.

5.2.4.4. Livelihood assets in wildlife activities

The purpose of this section was to investigate the livelihood assets that rural youth have access to that influences their wildlife activities.

5.2.4.4.1. Social capital

Regarding social capital in wildlife activities, the study established that certain respondents are serving in conservancy management and executive committees. In these committees, they are involved in decision-making regarding conservancies through conservancy management committee meetings, during community meetings, workshops, and monitoring of conservancy activities. Respondents indicated that though they are on these committees, it suggests nothing

related to rural youth members in these conservancies. Asked why they do not talk about youth in these committees, respondents explained that those who endorse the decisions of committees are elders and thus do not entertain youth-related matters. They explained that conservancies are community institutions recognised by traditional authorities who availed their land for conservation purposes thus they should benefit all members regardless of who they are.

It was also discovered that conservancies have appointed area representatives in their jurisdictions. According to the respondents, the dominant group is the youths and they primarily represent their areas and local villages in conservancy issues and activities. It was also discovered that conservancies also host annual general meetings, where members of conservancies' share information regarding the progress made, shortcomings and way forward (Ministry of Environment & Tourism 2013:8) and certain of the respondents were established to be members of their conservancies and thus attends the annual general meetings. Respondents shared that on these platforms, it suggests no mention of the youth, thus, it mostly attends because they hope to find employment opportunities and other benefits. The study also established that there are soccer teams in each area of the conservancy. These teams are sponsored by these conservancies to compete in soccer tournaments, which usually occurs on an annual basis. Though some respondents contended that sports have minimal impact on rural youth livelihoods and poverty alleviation since it only benefits the few of the majority such as soccer teams.

5.2.4.4.2. Financial capital

The study discovered that some respondents employed in wildlife conservancies depend on the income earned from conservancies such as through salaries. For instance, full-time staff receives a monthly salary, whilst part-time staff is paid based on work performed. Others also include 'peace works'. Certain respondents asserted that they have access to credit facilities at local banks and furniture shops, though this applies to permanent staff in conservancies. They use their payslips to apply for financial assistance and other credit facilities.

Despite salaries, respondents also narrated that conservancies also pay cash payouts to each area in their jurisdictions as part of community benefits. One respondent explained that;

“Our area received N\$2 500 from the conservancy. Currently, community members are still deliberating on whether to spend the money on a community project or borehole for the community”.

The cash payouts according to respondents are not for the youth-specific, but the entire members of the area. These financial benefits are distributed to community members annually. Regarding livelihood, respondents indicated that they have not benefited from these cash payouts because they are controlled by traditional authorities and other senior leaders in areas and decisions on how they should be spent, lies with them.

5.2.4.4.3. Natural capital

Concerning natural capital in wildlife, respondents expressed that they do not have direct access to wildlife resources, but instead, conservancies arrange on behalf of its members such as meat distribution in areas covered by the conservancies. Other respondents claimed that community members in conservancies can access other natural resources such as firewood, cutting poles, reeds, and grass through obtaining authorisation from traditional authorities and conservancies except in essential areas. They can also collect wild fruits and other plants for medicines, except in essential areas of conservancies where harvesting of these resources is prohibited.

5.2.4.4.4. Physical capital

According to the respondents, there are conservancy offices, where staff members are appointed. Certain respondents in jurisdictions of conservancies were discovered to have access to these offices. Whilst others argued that they do not have access attributable to distances from their villages to offices. Regarding access to information, respondents claimed that through annual

general meetings conducted by conservancies, they are briefed on conservancy activities. Some respondents, especially those employed in conservancies are mostly in attendance, and information discussed at these platforms is essential for operating conservancies such as financial expenditure. Other respondents explained that they do not attend annual general meetings because agendas at these platforms do not acknowledge youth poverty, but rather benefits those working in conservancies and traditional authorities.

Figure 5.24 illustrates a picture of one of the conservancy offices in the rural area of the Zambezi Region.

Figure 5. 24: An image of a conservancy office in the rural area of the Zambezi Region



Respondents also explained that conservancies also conduct community meetings informing members' conservancy activities. Respondents maintained these community meetings to mention no youth-related matters. It was also established from respondents that conservancies have transport used for patrol, game count, and other activities. One respondent added that;

“We had a soccer tournament in one of the areas, teams were transported by conservancy cars”.

Despite annual general meetings at conservancy offices, community meetings, and transport, respondents also mentioned that some conservancies have established Traditional Villages to attract tourists and as a source of income generation. There are individuals employed in these villages. Income generated from these villages forms part of the conservancy's coffers. Other conservancies also have lodges and campsites necessary for income generation for the conservancy and certain rural young individuals are employed in these campsites.

5.2.4.4.5. Human capital

Respondents were requested to indicate whether they have received any wildlife-related training. Table 5.27, indicates percentages of their responses.

Table 5. 27: Training in wildlife

		Frequency	%	Valid %	Cumulative %
Valid	Yes	5	16.7	16.7	16.7
	No	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

16.7% of the total respondents indicated that they have attended training in wildlife such as wildlife management, the importance of trading, and financial management. The training was organised by conservancies with other support organisations. The study observed that this group of respondents comprised individuals employed in conservancies. 83.3% of the respondents indicated that they have not attended any training in wildlife. According to this group, there is no wildlife training targeting conservancy members, specifically the youth.

Despite training, wildlife activities require health and physically fit individuals to undertake wildlife activities such as game counts, patrols in various areas covered by conservancies, respondents participating in these activities were established to be fit in performing their activities.

5.2.4.5.Policies, institutions, and processes in wildlife activities

According to the respondents, wildlife resources are managed by community conservancies. Regarding access to these resources, procedures for accessing are based on the requirements established by these conservancies. One requirement according to the respondents is meat offered to sell to conservancy members. The conservancy informs members of the availability of meat in their specific areas and hence the conservancy tasks a team and allocates a vehicle for visiting the areas whilst allowing interested members to buy meat. This requirement according to respondents, benefits those with enough income, “poor, unemployed rural youth cannot afford” one respondent stressed.

Other conservancies according to certain respondents, register community members interested in game meat. The selection according to the respondents, mostly benefits those with connections at conservancy offices such as those with family members employed at conservancy offices. Priorities according to the respondents, are those working at conservancies. None of the youths interviewed have benefited so far under this arrangement. The respondents further acknowledged that these policy implications as established by conservancies, do not necessarily benefit rural youth because it suggests nothing specific to the youth in their policies that tasks them to fund youth-related projects.

5.2.5. Rural youth in entrepreneurship activities

The study analysed rural youth in entrepreneurship activities in the Zambezi Region. This is discussed in detail in this section.

5.2.5.1. Profile of the respondents in entrepreneurship

Table 5.28, illustrates the distribution of the respondents according to gender in entrepreneurship livelihood activities.

Table 5. 28: Gender of the respondents in entrepreneurship activities

		Frequency	%	Valid %	Cumulative %
Valid	Male	9	30.0	30.0	30.0
	Female	21	70.0	70.0	100.0
	Total	30	100.0	100.0	

The table indicates that the study had a total sample size of 30 respondents in entrepreneurship. Out of which 9 of them representing 30.0% comprising male and the majority of 21 representing 70.0% of the respondents were female.

Table 5. 29: Marital status of the respondents in entrepreneurship

		Frequency	%	Valid %	Cumulative %
Valid	Single	11	36.7	36.7	36.7
	Married	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

36.7% of the total respondents in entrepreneurship livelihood activities were single. Whereas, most of 63.3% of the respondents indicated married.

Table 5. 30: Age range of the respondents in entrepreneurship activities

		Frequency	%	Valid %	Cumulative %
Valid	21-25	6	20.0	20.0	20.0
	26-35	24	80.0	80.0	100.0
	Total	30	100.0	100.0	

Concerning the age range of the respondents of the study in entrepreneurship livelihood activities, 20.0% as indicated in table 5.30 comprising respondents aged 21-25. A majority of 80.0% comprised the age range 26-35.

Table 5. 31: Level of education of the respondents in entrepreneurship

		Frequency	%	Valid %	Cumulative %
Valid	Secondary school	21	70.0	70.0	70.0
	Primary school	8	26.7	26.7	96.7
	Other specify such as vocational	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Respondents were requested to indicate their level of education. Most respondents comprised those with a 70% secondary school level, compared to 26.7% of respondents with primary school attendance and 3.3% with vocational training.

Table 5. 32: Occupation of the respondents in entrepreneurship

		Frequency	%	Valid %	Cumulative %
Valid	Employed	2	6.7	6.7	6.7
	Unemployed	27	90.0	90.0	96.7
	Other specify	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Regarding the occupation of the respondents in entrepreneurship livelihood activities, only 6.7% of the respondents indicated they are employed. The remaining majority of the respondents of 90.0% were all unemployed.

5.2.5.2. Analysis of rural youth entrepreneurship activities

The study discovered rural youths are participating in entrepreneurship activities in the Zambezi Region. Most of these respondents had established grocery shops, bars, clothing, and meat selling. Respondents pointed out that they undertook business opportunities, attributable to poverty situations and no one seemed to assist them. Life for them was difficult with no income to depend on for their livelihood. They were unemployed attributable to limited job opportunities in their areas and hunger. As one respondent indicated that;

“I use to spend a day without eating anything because no one could give me food to eat when asked, I was told you’re now a grown-up person, no one will manage to feed you, find a way for yourself. I decided to search for business opportunities. I started after generating start-up capital from a peace work that I did in our village of building my aunt’s mud house. I started selling snacks to children at school and letter fat cookies”.

Other respondents argued that they were influenced by their parents and family members to participate in business activities to become independent. Others revealed that they heard from friends that the MYNSSC is offering small loans for unemployed youth to establish businesses. They searched for information and some even consulted at Youth Offices. Thereafter, they registered and received training in business management afterward.

The study also disclosed that most respondents in entrepreneurship were into businesses for several years ranging from 1-5. They urged that entrepreneurship is both negative and positive experiences. Negative because one has to struggle and often without support for the success of the business. It was also established that it is a positive experience because it assists young individuals to achieve livelihood goals.

5.2.5.3. Vulnerability in entrepreneurship activities

The study investigated the vulnerability context experienced by rural youth in pursuing their entrepreneurship activities. In this, respondents in entrepreneurship indicated that they are vulnerable to a range of challenges in entrepreneurship business activities. According to the respondents, they lack social protection and would mostly rely on family and friends in times of crisis. Also, they encounter fluctuations in the prices of goods and services in town and high transport costs from their villages to town. Certain respondents operating liquor shops expressed that they are encountered with fluctuations in prices of liquor licenses imposed by the Ministry of Justice. Respondents also narrated that they sometimes sell their goods on credit and certain customers take longer to settle their outstanding debts, whilst some do not pay at all, affecting their businesses concerning ordering new stocks. Respondents also expressed that they happen to have enough customers, especially during school days and the month ends when individuals are paid. During school holidays and in the middle of the month, customers are scarce.

5.2.5.4.Livelihood assets in entrepreneurship

Livelihood assets remain one of the critical elements of the SLF, the study examined the livelihood assets that rural youth in entrepreneurship activities have access to that influences their entrepreneurship activities.

5.2.5.4.1. Social capital

The study discovered that most respondents in entrepreneurship, depending on their families for support such as assisting each other in operating businesses, families are their main source of income. Some respondents urged that their families contributed to the financial support of their businesses, some provided stocks and materials. One respondent said she was provided zincs by her uncle to build a grocery shop, without this building, she could not have a place to conduct her business. Despite support from families, the study also established that certain beneficiaries of the Namibia Youth Credit Scheme are members of youth entrepreneurship groups advocated by NYCS called group leading methodology, which requires beneficiaries to establish groups in their areas to benefit from the loan scheme offered. These groups according to the respondents, serves as platforms for members to discuss the challenges and successes of their businesses.

5.2.5.4.2. Financial capital

Regarding financial capital, the study established some respondents have benefited from loans offered by the NYCS programme. Under this programme, young individuals are provided with loans to start businesses. Most beneficiaries of this programme received loans ranging from N\$500 -N\$ 5000. The study also established certain respondents benefited from the programme of Credit for Youth in Business offered by the National Youth Council, though most of these businesses had closed attributable to non-sustainability. Most respondents indicated that they established their businesses from income provided to them by their families. The study further discovered that most respondents with grocery shops, have savings in towns such as at banks, and post office to provide

for future needs. Other respondents argued that they cannot create savings attributable to little profit generated thus, they are avoiding charges charged by financial institutions.

5.2.5.4.3. Physical capital

Regarding physical capital, the study established that certain respondents have access to transport. They reside alongside main roads where transport to and from town is easily accessible when transporting their business stocks. Other respondents said they have reliable transportation, which they bought from profits generated. Some respondents mentioned that they built own traditional grocery shops which enables them to make their businesses, whilst others are using family buildings to conduct their businesses.

5.2.5.4.3. Human capital

Respondents were requested to indicate human capital they have access to in entrepreneurship activities. The study established that respondents who benefited from the NYCS programme, received training in business management skills. Whereas, the majority of other respondents narrated that they have received no entrepreneurship-related training. The operations of their entrepreneurship activities depend on the little knowledge they acquired from friends, families, and the business community. Entrepreneurship activities require that the abilities, experience, skills, and physical state of good health, which, when combined allows rural youth to engage in various livelihood strategies (DFID 2000), such as entrepreneurship to fulfill the objectives of their livelihoods. In line with this, the study discovered that though most respondents lack training and experiences in entrepreneurship, they were in a state of good health to operate their businesses.

5.2.5.5. Policies, institutions, and processes in entrepreneurship activities

The study investigated existing policies and institutions that provide entrepreneurship targeting rural youth. Respondents were asked to indicate and explain existing policies, institutions, and

processes that address their entrepreneurship activities. Most respondents replied that they are not aware of any such policies. Whilst other respondents mentioned the MYNSSC that it has existing policy on NYCS programme, which aims at providing young individual loans for establishing businesses. The process for accessing the loans is through registration at the Youth Office in town, then follows training and loan disbursement. Others indicated that there are aware of the Ministry of Trade and Industry, but not sure whether it suggests anything for rural youth. According to the respondents, they heard from friends and family members that the Ministry of Trade and Industry also deals with Small Medium Enterprises but not necessarily the rural young individuals. Respondents also mentioned the CYB offered by NYC.

5.3. THE IMPLICATIONS OF RURAL YOUTH AGRICULTURAL AND NON-AGRICULTURAL LIVELIHOOD ACTIVITIES IN THE ZAMBEZI REGION, CONCERNING POVERTY ALLEVIATION

The second objective of this study was to assess the implications of rural youth agricultural and non-agricultural livelihood activities concerning poverty alleviation. DFID (2000) provides that livelihood strategies encompass a variety and grouping of activities and selections that individuals render and undertake in improving their lives. These are the grouping of strategies that individuals select and participate to attain their livelihood goals and for poverty alleviation. Regarding this study, these comprised agriculture and non-agricultural livelihood activities. The study assessed the implications of these livelihood activities regarding poverty alleviation to determine how these activities contributed to the achievement of rural youth livelihood and poverty alleviation, referred to as livelihood outcomes in the SLF.

5.3.1 The implications of agriculture on rural youth poverty alleviation

In assessing the implications of rural youth agricultural activities regarding poverty alleviation, some respondents indicated that through agricultural activities, they can generate income from the

sale of crops and vegetables harvested. Comparable results were also presented by Jones & Dieckmann (2013) that agriculture enables individuals to generate income. As one respondent said;

“In 2017, I managed to sell 30 bags of maize at Kamunu maize meals, and generated N\$ 14 000, which I used to buy clothes for my children and myself, food to eat and even saved N\$2000 that I will use this year 2018 for cultivation again”.

Some respondents in rural areas with children in schools explained that they can send and pay their children's school fees and buy their study materials such as stationaries. According to the respondents, before participating in agricultural activities, it was difficult for them to meet most of their demands, they depended on their parents and other family members for support and survival. Despite selling agricultural produce, agricultural activities also enable respondents to produce crops for consumption.

Since the SLF seeks to take a more comprehensive and integrated approach to poverty than traditional interpretations, which considered poverty about a narrow establishment of indicators, such as income (Scoones 1998), in line with this, some respondents also claimed that through agricultural activities, they created employment opportunities for the other rural youth. As a case in point, through weeding in other people's crop fields, ploughing, and harvesting, and have used the income earned to address their needs such as purchasing zincs and built their houses.

Figure 5. 25: A house built by one of the respondents in agriculture



The respondent bought zinc, door and window frames, and other building materials and paid the builder from the income earned from weeding and ploughing in people's crop fields. Some respondents also revealed that they bought livestock. Akashambatwa, Zuwarimwe & Teweldemedhin (2017:94) acknowledge that livestock is the source of income for rural households in the Zambezi Region and is also used during crop cultivation, such as draught power and thus serves as an indicator of livelihood security (Long 2004:59).

5.3.2 The implications of forestry activities on rural youth poverty alleviation

The livelihood strategies of rural youth in forestry activity results in forestry livelihoods outcomes. Livelihood outcomes are achievements or outputs of livelihood strategies (DFID 2000). In this context, the study discovered that forestry livelihood activities in the Zambezi Region have implications regarding rural youth poverty alleviation. Respondents indicated that forestry activities enable them to achieve livelihood goals. One such goal is that of income generated from

selling firewood. Respondents said they mostly use the income generated to support their families such as purchasing food, sending their children to school, pay their transportation fees to town, acquire certain livelihood assets such as building materials for houses, access to health facilities and livestock and access to attend tertiary school level.

One respondent cited that;

“I was a final year student in the Diploma programme in Office Administration at one of the Vocational institutions. I failed two modules, and no one could help me financially to complete these modules. I decided to come back home to the village and join my sister in selling firewood. Hardly after a year, I raised money from selling wood and went back to complete my modules. I graduated in 2017, it’s just that I can’t find any employment opportunity. If it wasn’t this effort of wood, I could not manage to complete my qualification up to now”.

The study also discovered that forestry activities have also empowered respondents to establish grocery shops. Ascertain respondents explained that they use the profit generated from selling wood to open grocery shops. Respondents involved in cutting poles also narrated that forestry is not an easy job and they have no choice but to put food on their tables thus, they needed to walk long distances to cut poles for those planning to build houses. They indicated that they only do so upon requests placed by customers. Per pole, they sometimes charge N\$20, usually, they often sell over 50 poles. The income generated they use it to support their families. Respondents also said that they also cut poles to build their own houses. The study also established that males mostly dominate this type of work, though there are also females involved.

The study also established that not only do forestry activities for income generation but also significant for domestic use such as handcraft. Respondents also indicated that they rely on wood for cooking. Without wood, they cannot cook food. Medicinal plants were also mentioned such as

the devil's claws and other traditional medicines for curing certain diseases such as flu and cough. As one respondent explains;

“I don't need to go to the hospital to get medicine to treat cough, wasting money for transport unless maybe it's like Tuberculosis... normally I will just collect certain leaves of plants to cure the coughing”.

The study also established that some respondents cut poles for rendering kraals for their livestock. Without them, their livestock could be attacked by predators such as hyenas and lions and will have nothing to depend on for their livelihood goal of agriculture. Forest products are also vital for respondents involved in wood carving. It is also crucial for wild fruits and reduces vulnerability to hunger and poverty.

5.3.3 The implications of fishery activities on rural youth poverty alleviation

The study discovered that fishery livelihood activities have implications concerning rural youth poverty alleviation in the Zambezi Region both positive and negative. Most respondents acknowledged fishery activities as the source of income generation. The income, according to the respondents, provides access to other benefits such as education, health services, and other basic needs such as food and clothing. Some respondents indicated that they use the income generated to support their children with school uniforms and pay their school fees. The study also established that certain respondents use income generated from fishery activities to diversify their livelihood activities to alleviate poverty. This was established with some respondents having established grocery shops and gardening projects, which reduces vulnerability to poverty. Respondents indicated that the purpose of diversifying livelihood activities is mainly to enable them to generate more income necessary for poverty alleviation. According to one of the respondents:

“One cannot just depend on the fishery as a source of income, because sometimes we do not get anything attributable to the unavailability of fish stocks. Engaging in other

livelihood activities helps us to generate more income, which enables us to support our families”.

Despite income generation, respondents also claimed that they also contribute to employment creation in the fishery sector. Some respondents explained that they employ individuals who do the fishery activities specifically those respondents with fishing nets. For instance, an agreement is reached between the two parties that two days the fish stock is for the owner of the fishing net, the other two days for the fishermen. Also, respondents narrated that they employ individuals to assist in preparing salt, dried fish, which they transport to Zambia to a place called Kasumbaleza, where the demand for these fish is higher. In this, they earn foreign exchange. As one respondent indicated that;

“I sometimes generate as much as N\$30 000 from dried salted fish stocks, I use part of it to pay those that assisted in cutting and salting of fish, and use the rest to achieve my livelihood goals”.

Figure 5. 26: A picture of certain of salted fish drying at a village shelfve



The study also established that fishery activities enabled certain respondents to acquire livelihood assets. Some respondents built houses bought poles, some bought oxen to use during ploughing seasons, which in turn reduces vulnerability to poverty. Other respondents claimed they acquired more fishing nets and canoes.

Whereas in negative terms, respondents indicated that the consequence of weak capital assets and unfavourable policies, institutions, and processes are the causes of the limited opportunities available for livelihood diversification and development of initiatives for respondents to reduce vulnerabilities.

Respondents indicated that the MFMR has introduced fishing seasons, where during the period of December-February each year, all fishery activities are suspended. Any person established fishing during this period, the law takes its cause, and fishers will have their fishing nets impounded by fisheries officials. This closure, according to the respondents, has affected their livelihood and forced them into the poverty situation of becoming dependent on their families. Respondents also indicated that they are unemployed, with no other means to generate income to meet their livelihood goals and thus, depend on fishery activities, the closure to them means a poverty situation.

Whereas, respondents in fishery projects such as fish farms, the study established that though there are rural youth members in these projects, they rarely have access to fishery resources attributable to regulations passed by the MFMR. As one respondent said;

“Our lives could have been improved. Now the MFMR is telling us not to harvest fish stocks, we can’t see the positive impact of these projects in addressing our poverty situation, nothing has changed, but consuming our time of concentration and meetings while we don’t benefit anything, most members have now pulled out from these projects”.

Other respondents in fishery projects claimed that previously these projects benefited the members, income generated, was distributed amongst project members, and used it to achieve their livelihood goals.

5.3.4 The implications of wildlife activities on rural youth poverty alleviation

The study discovered that wildlife activities have implications concerning rural youth poverty alleviation in the Zambezi Region. Respondents employed in conservancies in the Zambezi Region urge that wildlife activities through community conservancies contributed to the achievement of their livelihood goals. One such goal is the accumulation of wildlife experience, which respondents believe can benefit from such experience even after living conservancies such as a contribution to community wildlife management, managing own financial matters, and proper budgeting. Other respondents narrated that they can benefit from the experience acquired to establish own enterprises, better employment opportunities in local and regional lodges and campsites, and even in Government departments. One of the respondents said:

“There are two former colleagues of ours, one of them got employed in government in nature conservation as a game ranger, and the other as a chef at one lodge in town, and they were recruited based on the experience acquired from community conservancies”.

Whilst other respondents asserted that from financial experiences gained, they can use such experience to manage their finances. Also, there are financial institutions that require experience in financial management. According to respondents, they stand a good chance to get loan approval from these institutions. One respondent said;

“We have Credit for Youth in Business offered by the National Youth Council, and one of the requirements is an experience in dealing with financial matters. With my

experience, I can apply and I can be given a loan, it's better compared to those who have no experience at all."

The study also discovered that certain respondents employed in conservancies are better about access to transport compared to the unemployed. As some respondents are often picked up by conservancy cars to offices and sometimes are assisted about transporting livelihood assets such as furniture, groceries instead of paying transport charges. They also have better access to information concerning wildlife because they are the primary contact of the conservancy regarding wildlife resources, such as meat and other wildlife resources before the information is disseminated to the general conservancy members.

Respondents also added that they get a salary, allowances from conservancies and indicated that though their salaries are not enough compared to other employment sectors, at least they can achieve other life goals such as sending their children to schools, clothes for their families, acquire certain assets such as furniture's and electrical equipment's (solar panels, television sets, fridges, and radios).

Whereas, other respondents indicated that they have not observed benefits generated from the conservancies. According to the respondents, conservancies contributed to youth poverty in their areas.

5.3.5 The implications of entrepreneurship activities on rural youth poverty alleviation

The study discovered that entrepreneurship activities in the Zambezi Region have implications concerning rural youth poverty alleviation. Certain respondents participating in entrepreneurship indicated that without having established businesses, their lives could be difficult. Others argued that they had no choice but to depend on the little profit they generate from their small business to achieve their livelihood goals. One respondent mentioned that she is generating enough profit to

feed her family and enables her access to other livelihood assets such as buildings. The respondent said;

“I now have two mud houses that I built in town for rent. I managed to do this from the profit that I generated. I bought poles, paid transport fees for them to town, established individuals who built the houses and I paid them, just from the profit from the shop. I inherited the plot from my mother”.

Other respondents claimed that they no longer depend on their families, but rely on self- support and also assist other family members. In this, respondents indicated that they assisted their families, establishing ways of generating income, such as providing them start-up capital and assist them to acquire livelihood assets. One of the respondents narrated that she bought a car from the profit generated from the shop. The car is used to transport stocks from town to the shop. Another respondent claimed that she owns a cash loan, where individuals borrow and pay with a five percent interest on the borrowed amount.

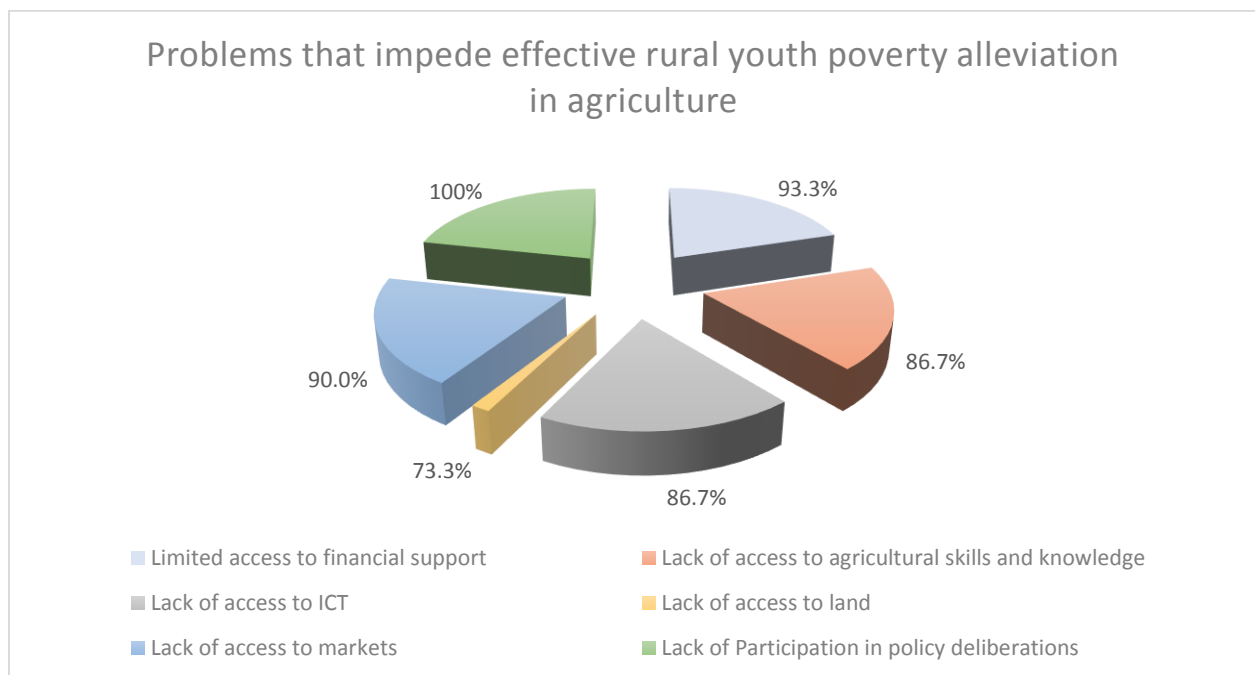
5.4. PROBLEMS IMPEDING RURAL YOUTH POVERTY ALLEVIATION IN AGRICULTURAL AND NON-AGRICULTURAL LIVELIHOOD ACTIVITIES IN THE ZAMBEZI REGION

As indicated in Chapter 1, this study explored the challenges that impede rural youth poverty alleviation in agricultural and non-agricultural livelihood activities. The main research question was what problems impede rural youth poverty alleviation in agricultural and non-agricultural livelihood activities. This section presents the findings.

5.4.1 Rural youth poverty alleviation in agriculture

Respondents were provided six major problems impeding rural youth poverty alleviation in agriculture and were thus asked to indicate whether each of the challenges was serious, severe, and not serious. The figure illustrates their responses to the question.

Figure 5. 27: Problems impeding rural youth poverty alleviation in agriculture



Concerning the figure above, lack of participation in policy deliberations in agricultural livelihood activities remains a severe concern amongst the respondents. In the developing countries, youth are often excluded in policy processes, which results in policies that do not take into account youth perspectives (Bannel 2007:5; Anyidoho Kayunu, Ndungu, Leavy, Sall, Tadale & Sumberg 2012). All respondents indicated that they are excluded from agricultural policy discussions. They further explained that they are not informed or invited to these platforms. Meanwhile, the study established that there are institutions in the Zambezi Region that supposed to endeavour involving

rural youth in decision-making and policy dialogues in agriculture. In this, they are urged to work not only for rural youth but with them. Respondents expressed these institutions do not involve the youth except elders invited to their meetings and policy-related discussions, resulting in agricultural policies being facilitated without incorporating rural youth views and concerns. The study also established that some respondents were attending community agricultural meetings in their areas, but have not provided opportunities to render contributions to discussions. According to their observations, they are often undermined because they do not have constructive ideas that only elders are preferred to render contributions. Similar findings were also revealed by Lintelo (2011) that seniority is frequently associated with authority and youth are not expected or allowed to speak out, or voice their concerns, “let alone have a function in development policy processes”.

Concerning limited access to financial support, the study established that 93.3% of the total respondents do not have access to financial services in agriculture. Most respondents indicated that they do not have access to financial services attributable to lack of collaterals. Similar observations were also made by Vella (cited in, FAO, CTA & IFAD 2014) that accessing financial services is crucial for rural youth. Consequently, they depend on their sources such as families to support them financially for cultivation, harvesting, and purchasing of seeds and other agricultural equipment. As one respondent indicated;

“There is no financial assistance or services that target youth in agriculture in rural areas in the Zambezi Region, I have never heard such a thing. All services and assistance in agriculture target the elders. Maybe it’s because they are the owner of agricultural land. I do not know how we will achieve food security in this region without empowering rural youth in agriculture. We are left to struggle on our own without any agricultural assistance. Some of us are interested in agriculture, but we are overlooked concerning policies, services, and assistance”.

Implying that, respondent's lack of access to financial services results in them, underscoring in other livelihood assets. Financial capital is critical for starting a business or participating in any livelihood activity, whether agricultural or non-agricultural, but it remains one of the least accessible forms of an asset for rural youth. Consequently, a lack of financial capital is the main reason underprivileged individuals require access to non-financial assets in their quest for sustainable livelihoods (DFID 2000).

It was indicated that 90.0% of the respondents (Figure 5.27) above, as rural youth do not have access to markets but travel to town to sell their agricultural produce. As observed by Guiliani & Valle (cited in, FAO, CTA & IFAD 2014:64) that access to markets is required to guarantee rural youth in agricultural livelihood activities to generate enough income and to move them from poverty. Exposure to markets is crucial for profit-making and business growth (Carney 1999). Respondents further revealed that neither do they have access to market information, proper infrastructure, such as roads and rural electrification, rendering it difficult for the respondents participating in agricultural activities to achieve their agricultural livelihood goals.

The DFID (2000) states that human capital is the skills, knowledge and education, ability to labour, and good health that together enable individuals to pursue their livelihood strategies. Other capitals depend on human capital as a basic requirement for improving livelihood activities. For the present study, it was established that 86% of the total respondents as indicated in Figure 5.27 above, indicated that they lack access to agricultural skills and knowledge. Respondents claimed there is no specific agricultural training that targets the youth in rural areas in the Zambezi Region. According to them, institutions responsible for agricultural development in the region often ignores the function of the youth in agricultural development in rural areas of the Zambezi Region. The lack of access to agricultural skills of the respondents contributes to their livelihood more vulnerable. United Nations Educational Scientific and Cultural Organisation (2012:6) expressed similar observations by acknowledging that the huge wastage of untapped human resources in rural

areas, especially that of rural youth, remains unutilised for rural development interventions such as in agriculture sector.

Regarding access to agricultural land, the majority of the respondents indicated that land is not a severe problem amongst rural youth in the Zambezi Region. This is because the land belongs to their parents and thus, they can be allocated once requested. Other respondents contended that though access to land is not observed as a severe problem attributed to inheritance, but possess disadvantages on the livelihood of the youth in rural areas. One such disadvantage is youth do not have rights and power over land allocated thus, any decision about the land, parents, and other family members still possess total control of it. As observed by the United Nations Human Settlements Programmes (2011) that in certain parts of Africa, “it is a taboo for young individuals to access the family land whilst the parents are still alive”. It is in this process of wanting to inherit the land that several rural youths still work on family land for little or no remuneration. Misleh (2014:2) acknowledges that land tenure and the challenges for youth to access to land are a source of tension amongst rural families.

Despite indicating the seriousness of challenges impeding rural youth poverty alleviation in the Zambezi Region, respondents were also asked to specify other further challenges experienced in agricultural activities. In this, some respondents said they are not satisfied with distributing seedlings during ploughing seasons. According to the respondents, bags of seeds are usually distributed to elderly farmers in rural areas without considering the youth. This situation has caused several of the youth to abandon agricultural activities and seek other livelihood activities such as businesses and migrants to town to search for employment opportunities. Other respondents claimed that their crop fields are in most cases affected by worms and have attempted to seek assistance from the agricultural extension department, no one has seemed to listen to their concerns.

Some respondents also claimed that there are no agricultural meetings specifically met for young males and females in rural areas of the Zambezi Region. According to respondents, institutions organise community meetings about agriculture, comprising both youth and elders. Usually, elders dominate discussions. As one respondent indicated;

“I have attended agricultural meetings, there is no mention of youth in agriculture, and they only mention farmers referring to elders. As youths even when you happen to render a contribution, no one acknowledges your contribution. Sometimes when there are agricultural meetings, we don’t even know”.

Respondents also indicated that elders do not provide leadership opportunities for rural youth to work as peers with them in agricultural activities, but rather elders have a crucial function without empowering the youth except in technical development initiatives. Though there are existing farmers’ associations in the Zambezi Region, the study established that none of the respondents belong to the agricultural associations or cooperatives. Respondents are concerned about the non-existence of youth agricultural associations and cooperatives in the region, where rural young males and females can have opportunities to share agricultural challenges and advances.

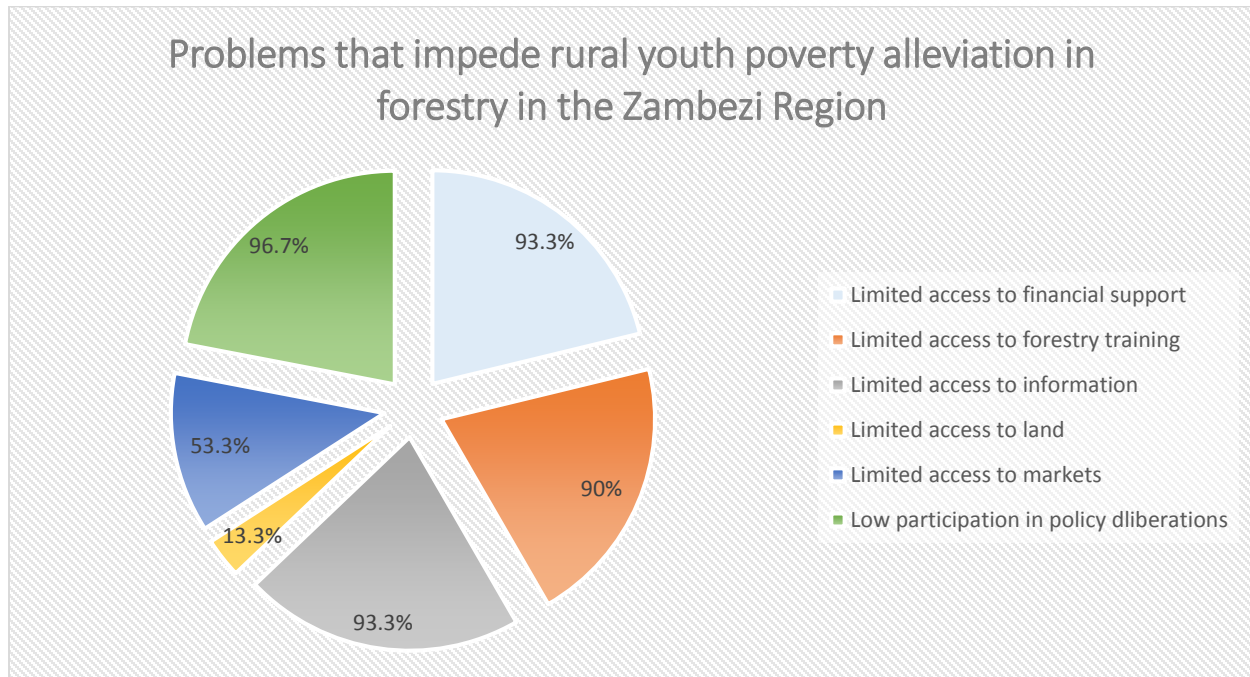
Respondents also indicated that there is no policy specifically that addresses rural youth in agriculture because young males and females are neglected by agricultural livelihood programmes offered by various institutions. Other challenges experienced by rural youth are access to transport. Respondents said that they find it difficult to transport their agricultural produce to town attributable to high transport charges.

5.4.2 Rural youth poverty alleviation in forestry activities

Figure 5.28 illustrates the problems impeding rural youth poverty alleviation in forestry in the Zambezi Region. Respondents were provided six major problems impeding rural youth poverty

alleviation in forestry activities and were requested to indicate whether each of the problems was serious, severe, and not serious.

Figure 5. 28: Challenges impeding rural youth poverty alleviation in forestry activities



Regarding limited access to financial support in forestry livelihood activities, the study established that 93.3% of the respondents, do not have access to financial support in forestry. Respondents explained that they have heard no financial support for youth in forestry since their involvement. Since then, they often struggle on their own making it difficult for them to escape from the poverty situation. According to the respondents, lack of financial support has affected their forestry activities in such a way they cannot generate enough income to fulfill their livelihood needs attributable to increases in fees for licenses posed to them by responsible institutions such as the Directorate of Forestry. Other respondents claimed that they find it difficult to expand their livelihood strategies attributable to a lack of start-up capital. As cited by Graf & Valle (cited in, FAO, CTA & IFAD 2014:34) that start-up capital is fundamentally important to start with any

livelihood activity including forestry. They claim that the less profit they generate from selling firewood is spent on household and family support, rendering it impossible to invest in other livelihood options.

One respondent said;

“I supposed to have bought more bundles of firewood, but because I cannot afford, I only managed to buy a few, which will generate little profit that will not sustain me and my children”.

Some respondents claimed that limited access to financial support in forestry activities has also led to limited access to forestry devices and equipment. Most respondents indicated that they are unemployed, thus cannot afford devices and equipment required to partake in forestry activities.

As far as training is concerned with forestry livelihood activities as depicted in Figure 5.28 above, 90% of the respondents indicated that limited access to forestry training remains a very serious problem, whereas 6.7% of the respondents said it is a serious problem. Also, 3.3% of the respondents of the study argued that forestry training is not a serious problem.

90% of the respondents who asserted that they were neglected by institutions responsible for forestry activities as far as training is concerned. As one respondent expressed that;

“I don’t think they care about us in forestry, the only time we see individuals from forestry office, we just know it is the permits, that’s all, not training or anything else. I only heard training for those that are in community forests, we feel much neglected”.

The study also discovered that no single tailor-made youth-specific forestry training since there has not been any training needs assessment for youth or meetings between those responsible for

forestry activities and rural youth, where the issue of training could be raised. Most training programmes are met for the public specifically those serving in community forests.

Whereas the 3.3% of the respondents who argued that they do not require training in forestry, indicated that forestry training would require them to become literate, a process which they think will take longer since they dropped from school. Another justification of them was that they consider that institutions responsible for forestry are just interested in generating profit from the sale of permits but not necessarily improving the skills of those involved, training will be a waste of time than using their available knowledge and skills in forestry activities.

As depicted in Figure 5.28; lacking information on forestry, remains a major problem amongst the respondents. According to the respondents, no youth-specific meeting where youth can share information about forestry activities. According to their explanation, they asserted that there an only existing way of accessing forestry information is during community meetings with traditional authorities, but also indicated most youth involved in forestry are left out. Meanwhile, other respondents representing 3.3% argue that access to forestry information is of no use to them since they already recognise what they signify to do as for forestry such as identifying forestry products ready for harvesting. The study also established that there are no existing information centres in the region, where rural young individuals can access information related to forestry. A community library was discovered, but it suggests no relevant information to rural youth forestry and other livelihood activities. One respondent narrated that;

“I once visited the library, there is nothing regarding rural youth, neither their livelihood. Most books are subject related such as physical science, mathematics, computer, etc....”

Respondents mentioned that there are two established Rural Youth Offices in the Zambezi Region, indicating; Kongola and Bukalo, respondents argued that none of these offices provides forestry related information.

Limited access to land was the only problem that resulted in oppositely compared to other challenges impeding rural youth poverty alleviation in the Zambezi Region. According to the results of the study, access to land was established not to be a severe problem amongst the respondents. This is supported by 76.7% of the respondents citing that land for forestry activities is not a hindrance. Once a permit was obtained, forest products can be harvested such as cutting poles and collection of firewood, provided valid legal permit authorises them to do so, unless if established in an area not stated in the permit. Whereas, 10% of the respondents asserted that sometimes, they have experienced situations where they must do forestry activities on land that belongs to them or their families, if not then they supposed to obtain authorisation from landowners. 13.3% of the respondents explained that permission should always be obtained from land proprietors, whom, according to the respondents usually do not favour such requests. As one respondent said;

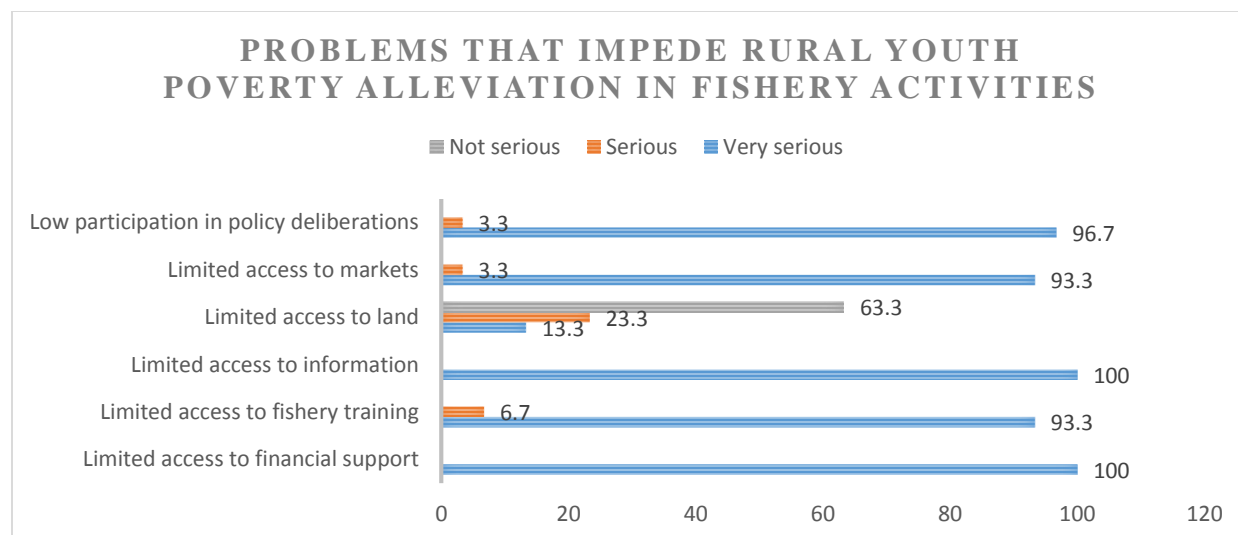
“I was chased out by our neighbours that I cannot cut firewood in their area, I was asked who authorised me to do so. I left because I never had permission neither did I consult them”.

It was also discovered that in essential areas of conservancies and community forests, the Directorate of Forestry does not allow for the issuing of harvesting permits. According to the respondents, these are prohibited areas but are rich in forest resources such as wood.

5.4.3 Rural youth poverty in fishery activities

Figure 5.29 illustrates the problems impeding rural youth poverty alleviation in fishery activities in the Zambezi Region. Respondents were provided options for problems to indicate whether serious, severe, and not serious.

Figure 5. 29: Problems impeding rural youth poverty alleviation in fishery activities



About limited access to financial support, 100% of the respondents indicated that they do not have access to financial support in fishery activities. Respondents explained that there is no financial support for youth engaged in fishery activities. This is attributed to that they have not heard any financial assistance of fund schemes for youth in fisheries, neither have they been consulted the possibility of introducing such an assistance scheme. All respondents maintained that they depend on their families, sometimes from friends, and from the little profit generated to sustain their fishery activities. Respondents also claimed that they do not own assets to serve as collateral to seek financial assistance and they believe that even if they have assets, most financial institutions would not accommodate them because of their unemployment status. Most financial institutions are profit-making and would want their beneficiaries to render contributions or means of paying back and fishery activities are an unreliable livelihood source. Providing financial services in rural areas is typically considered high-risk attributable to the unique characteristics of livelihoods of being dependent on natural resources, in most cases seasonal, long production cycles, and vulnerability to weather (the International Fund for Agricultural Development 2014:2; FAO, CTA & IFAD 2014).

Regarding limited access to fishery training, the study established that 93.3% of the total respondents indicated that they have not received any training in fishery-related areas. According to the respondents, there is no tailor-made training specifically met for rural youth in fishery activities in the Zambezi Region. Rural youth participating in fishery activities relies on knowledge acquired from parents and other family members. Pacific Agricultural and Forestry Policy Network (2012) expressed similar observations that knowledge about rural livelihood activities is often transmitted through traditional methods such as from elders to the youth. Whereas, 6.7% of the total respondents claimed that they have received training in fisheries. A respondent stated that he received formal training at a higher Institute of Fisheries, where he graduated with a certificate in fisheries. The other respondent also claimed that he has received training in fishery management offered by the MFMR, the training targeted members of fishery projects.

About limited access to fishery information, the study discovered that 100% of the respondents stated they do not have access to fishery information. Respondents claimed that there are no specific youth information-sharing meetings specifically for the youth in fishery activities that are either arranged by any institutions responsible either for youth matters or fishery activities in general. The study also established that it suggests no communication between the respondents in fishery activities and institutions responsible for addressing youth concerns. The study established that only interested respondents attend community meetings on fisheries, where respondents claim these platforms are dominated by elders who decide on their behalf. Traditional authorities usually arrange these general meetings. In this, respondents claim that most topics on agendas are mainly foreign fishers, size of fishnets, and closure of fishing activities, not necessarily concerns of the youth in fishery activities. The study also discovered there are no rural development centres in the Zambezi Region that could at least house information related to fishery activities where rural youth could also benefit. There are libraries in certain administrative centres, especially in education circuits, but these centres do not have information about fisheries and other livelihood activities.

Access to land in the Zambezi Region was established to be not a severe problem amongst the respondents in fishery activities. 63.3% of the respondents indicated that they do their fishery activities anywhere they feel like. They explained that they normally put temporal building structures easy to move if fish stocks become limited, they shift to other places. The respondents also claimed that they have not been confronted with overfishing areas. Meanwhile, 23.3% of the total respondents argued that there are times when they are asked authorisation of fishing in certain areas. In this, they are counseled to get consent from traditional authorities to grant them admittance. 13.3% of the respondents claim they were chased several times from fishing illegally in people's areas and have attempted to obtain consent but no approval from proprietors was granted. Consequently, they changed to other areas. As one respondent said;

“My fishing nets were impounded by the landlord, that I was not permitted to do fishing in his area, so I approached the local traditional authority and I was once given a warning that in future, I should first report to them so that pension can be granted.”.

The study also discovered 93.3% of the total respondents do not have access to the market. Access to the market requires them to travel to town to exhibit their fishery products. Respondents also narrated that they generate little profit attributable to high transport costs to the town, where they are charged between N\$15-20 per cooler box. One respondent indicated that;

“If I have a large cooler box, I pay N\$ 30 per cooler and the small box at N\$20 per cooler box. Here there is no market and you will also not generate enough profit because individuals here do not have enough money”.

As observed by Carney (1999) that exposure to markets in urban centres is crucial for profit-making and business growth. Also, whilst in town, certain fish stocks get spoiled attributable to competition, as there are more individuals selling fish products. Respondents in fishery projects expressed that they have a market for their fish stocks in their communities and local lodges, but the process of accessing the fish stocks is long and often requires individuals to travel to town to

apply for permits at the MFMR, which takes several months for approval. Other respondents were concerned that though there are fishery projects, the decision of what and when to harvest the fish stocks, still depends on the MFMR. Project members take no decision, and this has led to high dropouts of project members. One respondent expounded that;

“We were approached by local lodges to enter into agreements with them that they order fish from us per month, but we informed them that we still have to consult the MFMR for approval. This took several weeks and no approval was granted up until now. The MFMR replied at a later stage that fish stocks cannot be harvested since there were not ready”.

Respondents were also requested to indicate their level of participation in fishery policy deliberations. The study established that 96.7% of the total respondents do not participate in fishery policy deliberations. Respondents detailed that they do not even know whether policies in place addresses rural youth in fishery activities. Most respondents explained that they are not invited to these deliberations, they do not know anything regarding policies related to fishery activities. One respondent said;

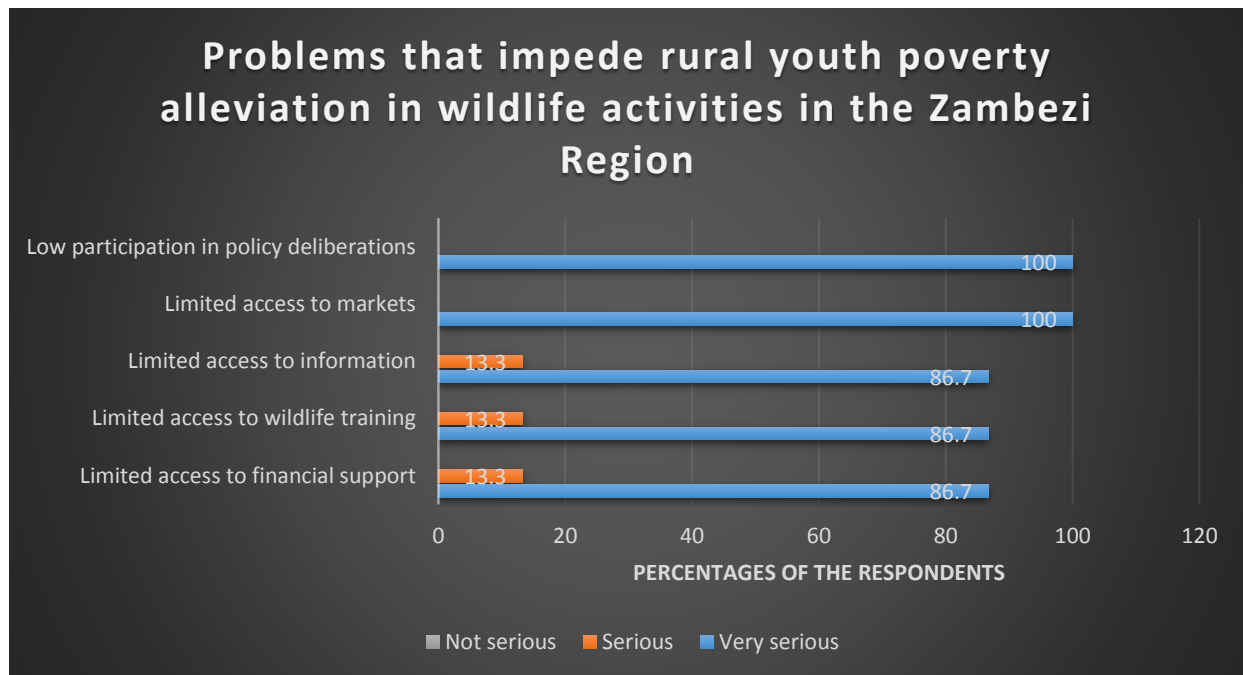
“We normally hear on a local radio station that the following month, fishing activities will be closed, without our views incorporated in this decision or hear from us. No youth meetings are specific to fishery activities or any contribution in policy deliberations”.

The study discovered there are general community meetings organised by traditional authorities, fishery committees with the MFMR about fishery activities, but these meetings are not youth specifically. Consequently, elders dominate in deliberations, and youth concerns are not incorporated in possible resolutions.

5.4.4 Rural youth poverty alleviation in wildlife activities

Figure 5.30, illustrates the challenges impeding rural youth poverty alleviation in wildlife activities in the Zambezi Region.

Figure 5. 30: Problems impeding rural youth poverty alleviation in wildlife activities



All respondents indicated that they do not participate in policy deliberations in wildlife activities. Despite rural youth serving in various portfolios of conservancies, the study established that most respondents are not provided opportunities to render such contributions regarding rural youth poverty. Whereas, other structures such as traditional authorities are acknowledged. Most of the respondents explained that it suggests no specific platform specifically for rural youth to deliberate on policy issues of the conservancy. It was established that conservancies do not directly negotiate with the youth, except concerning sports activities. All conservancy members are treated the same whether old or young. As one respondent indicated that;

“Conservancies do not have youth agendas. They regard everyone as conservancy members, and when they have policy issues, they consult the general community members within the conservancy not youth-specific”.

Respondents argued that because of their exclusion in policy deliberation, they are often discouraged to participate in wildlife activities because their concerns remain unattended. As one respondent said;

“Conservancies do not regard youth as important key role players in the success of conservancy activities, we are undermined, and we are not counted. They do not think about us”.

The study also established that 100% of the respondents as indicated in Figure 5.30 that they do not have access to markets. Concerning the respondents, they have no clue of markets as far as wildlife products are concerned. According to their observations, conservancies recruit trophy hunters and reap the financial benefits thereof and distribute them to community members. Mostly elders are the main beneficiaries in their areas. The understanding of the respondents was that elders are recognised as one of the sole beneficiaries because they are regarded as the owner of conservancies attributable to owners of the land covered by conservancies, which also applies to traditional authorities.

Regarding the lack of information, it was established that 86.7% of the respondents indicated in Figure 5.30 said they do not have access to wildlife information. Respondents explained that wildlife information is mostly shared with those employed in conservancies, traditional authorities, and general community members but not youth specifically. The study established that certain of the respondents indicated that some conservancies conducted awareness campaigns in various areas, but these campaigns do not target the youth, but rather the general community members where elders remain the primary focus. Some respondents claimed that there is no youth-related information at conservancies except information related to crucial employment opportunities. The

study also established that only 13.3% of the total respondents indicated they have access to information. It was discovered these respondents are employed by conservancies.

Concerning wildlife training, 86.6% of the respondents indicated that they do not have access to wildlife training. According to them, there are no wildlife training programmes tailor-made for the youth. Whereas, 13.3% of those who indicated that they have attended training, were discovered to be working in conservancies.

Regarding financial support for rural youth, 86.7% of the respondents said they have not received any financial support from conservancies. According to them, conservancies do not provide any direct financial assistance specifically for the youth, but rather provide benefits such as income to the general community members per area, in most cases decided upon by local traditional authorities. One respondent said;

“There is nothing in our conservancy concerning financial support specifically for the youth, except the money they give to areas, which in most cases benefits the elders, not the youth”.

Other respondents narrated that conservancies were donating N\$10 000 for soccer tournaments for areas covered by the conservancies. Others contended that soccer tournaments mostly benefit players only and non-players benefit nothing. Prizes won at these events do not contribute to the livelihood and poverty alleviation but spend on social activities such as parties. Meanwhile, other respondents sensed that sponsoring tournaments will not lift them from poverty. One respondent said;

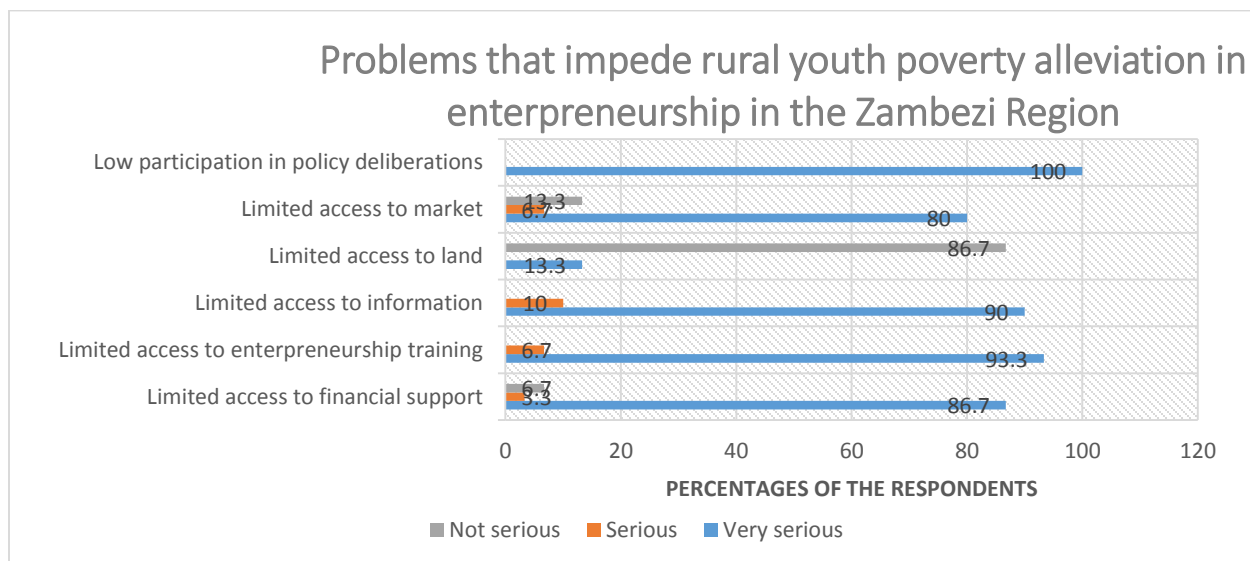
“We want financial support to enable us to generate income or establish sustainable projects that can improve our lives”.

13.3% of the respondents indicated that they have access to financial support. They indicated that they are benefiting financially in the form of salaries they receive from conservancies.

5.4.5 Rural youth poverty alleviation in entrepreneurship activities

Figure 5.31 illustrates the problems impeding rural youth poverty alleviation in entrepreneurship activities.

Figure 5. 31: Problems impeding rural youth poverty alleviation in entrepreneurship activities



All the respondents indicated that they do not take part in policy deliberations regarding entrepreneurship. Some respondents explained that they have heard no information regarding youth entrepreneurship policy. Meanwhile, respondents who benefited from NYCS narrated that they were only informed to register to ensure they should benefit from loan scheme but not necessarily their views on these loan schemes. One respondent expounded that;

“We were just told to register, there was nothing like; they are busy planning to introduce a loan scheme for the youth, but it was already initiated, it was just for us to register and follow what they have already established. The procedures and methodologies for the scheme are the same for both youths in urban and rural, while we have different businesses”.

Regarding access to the market, 80% of the respondents urged that they do not have access to the market, but rather forced to travel to town to market their products. 13.3% of the respondents contended that access to the market is not a problem for them, but they market products in their villages. Whereas, 6.7% of the total respondents said access to the market is a severe issue that affects their business growth.

The study also established that access to land in entrepreneurship is not a severe problem amongst respondents participating in entrepreneurship activities. As indicated in Figure 5.31 above that 86.7% of the respondents indicated that land is not a severe problem. According to the respondents, land in their areas belongs to their parents, setting a business on land implies informing their parents of the plans and operation of the business. Here, parents are also impressed with having a business in their village, since they also want progress in the lives of their children. Conversely, respondents pointed out that it also depends on the business one wants to operate. For instance, if it is selling alcohol, parents will often discourage and reject such a business attributable to the consequences resulting from it such as violence.

Respondents further shared that permission should be obtained from parents before setting up such businesses since the place where the business will be operating belongs to them. 13.3% of the total respondents urged that access to land in entrepreneurship remains one of the severe challenges. According to these respondents, it is often difficult for a young person to locate any business anywhere he/ she senses can get enough customers. This is because proprietors may reject to grant permission or authorise such person to set a business.

Concerning the lack of access to information in entrepreneurship, 90% of the respondents urged that they do not have access to entrepreneurship information. This was attributed to the lack of youth meetings, where information regarding entrepreneurship could be discussed. No youth groups that members could also share entrepreneurship opportunities. The study also established that institutions responsible for youth entrepreneurship do not visit rural youth and conduct meetings with them or brief them on youth entrepreneurship opportunities that exist. 10% of the respondents said they have access to information regarding entrepreneurship. According to them, they have contact numbers of the individuals responsible for youth programmes in the region who often brief them on the latest opportunities that exist. Regardless of contact numbers, respondents also said they sometimes visit youth offices in town when going for shopping.

93.3% of the total respondents indicated that they do not have access to entrepreneurship training. The study discovered that respondents who indicated that they attended training in entrepreneurship, were beneficiaries of NYCS but a majority of the youth were those in town. Respondents explained that there is no entrepreneurship training that exists specifically for rural youth in the region.

Respondents were also asked to indicate whether they have access to financial support in entrepreneurship activities, the majority of the respondents indicated that they do not have access to financial support. Most respondents did not receive any financial support for their businesses. Some respondents who benefited from NYCS explained that they were provided first loans, since then, they did not get access to second loans and so on. This was attributed to that those responsible for the NYCS, no longer visiting the beneficiaries and no follow up training, leading to certain businesses collapsing.

5.5. THE VIEWS OF POLICY-MAKERS ON RURAL YOUTH POVERTY ALLEVIATION

The study explored the views of policy-makers responsible for agricultural and non-agricultural activities their views on rural youth poverty alleviation. The main research question was, what are the views of policy-makers on rural youth poverty alleviation?

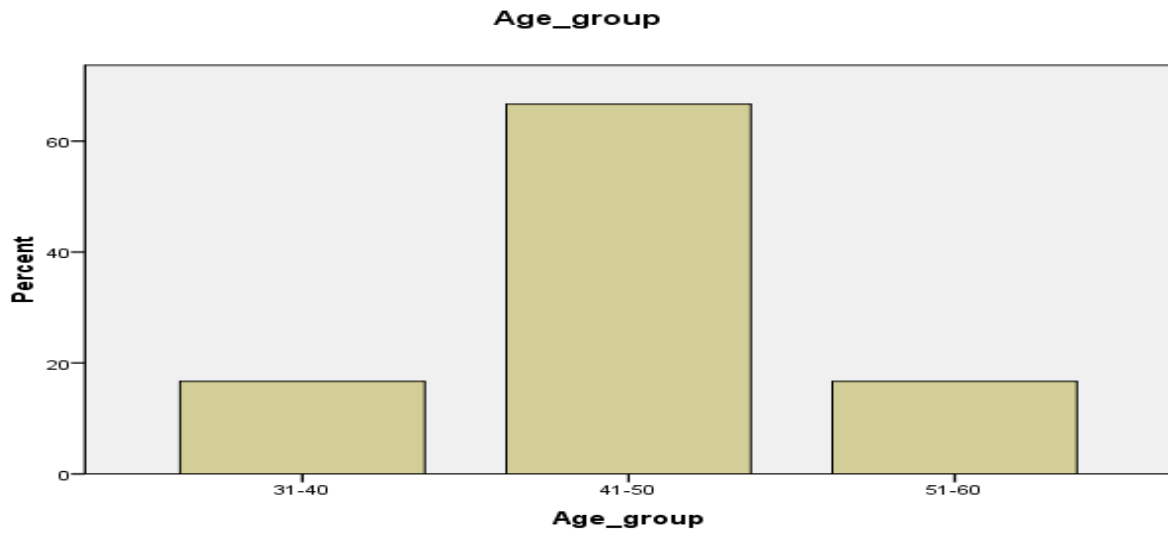
5.5.1 The views of policy-makers on rural youth poverty in agriculture

The study administered questionnaires to policy-makers responsible for agricultural policy-making. This section presents the findings;

5.5.1.1 Profile of the respondents

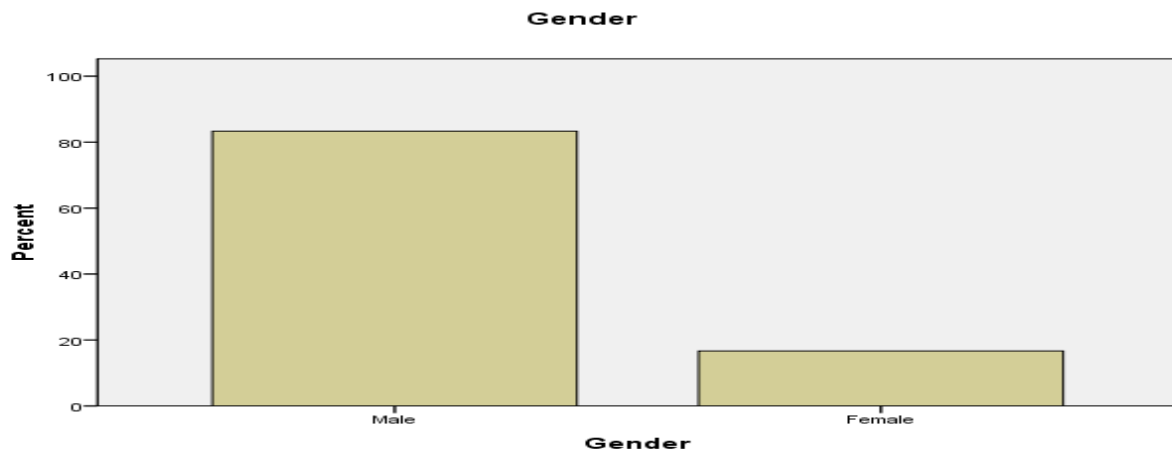
Concerning the age group of the respondents as depicted (Figure 5.32), the majority of the respondents comprising age group 41-50 representing 66.7%, compared to other respondents in age groups 31-40 and 51-60 to 16.7%.

Figure 5. 32: Age groups of the respondents



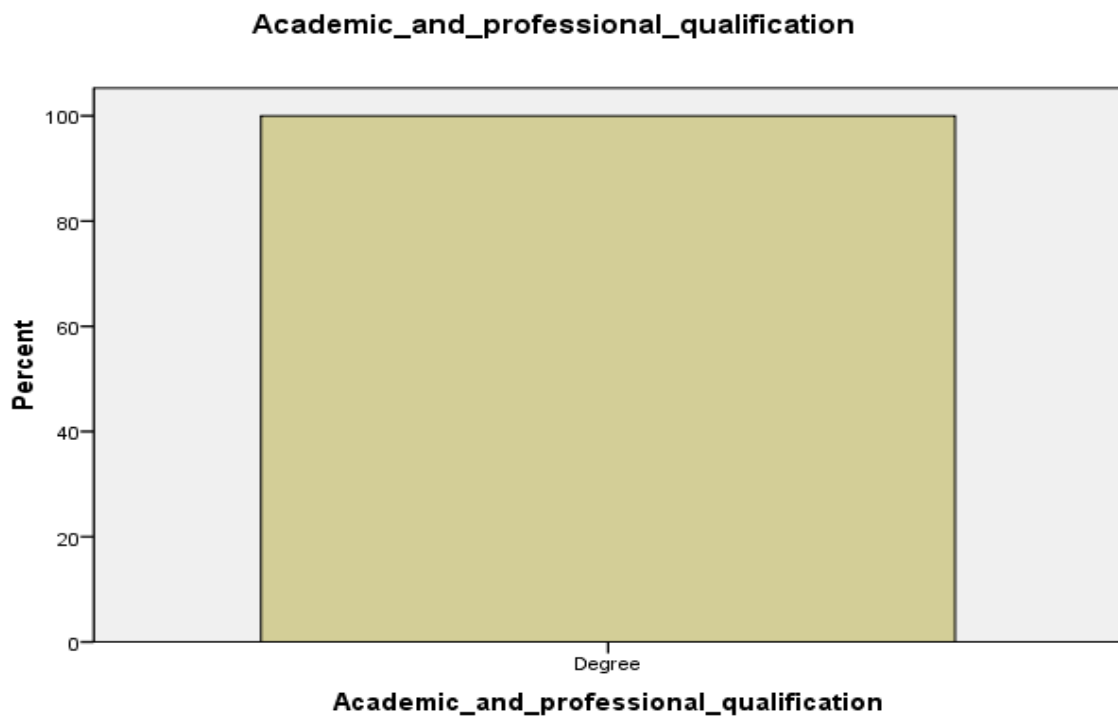
About gender, more male respondents were reached by 83.3% compared to female respondents of 16.7%. See Figure 5.33, illustrating the gender of the respondents.

Figure 5. 33: Gender of the respondents



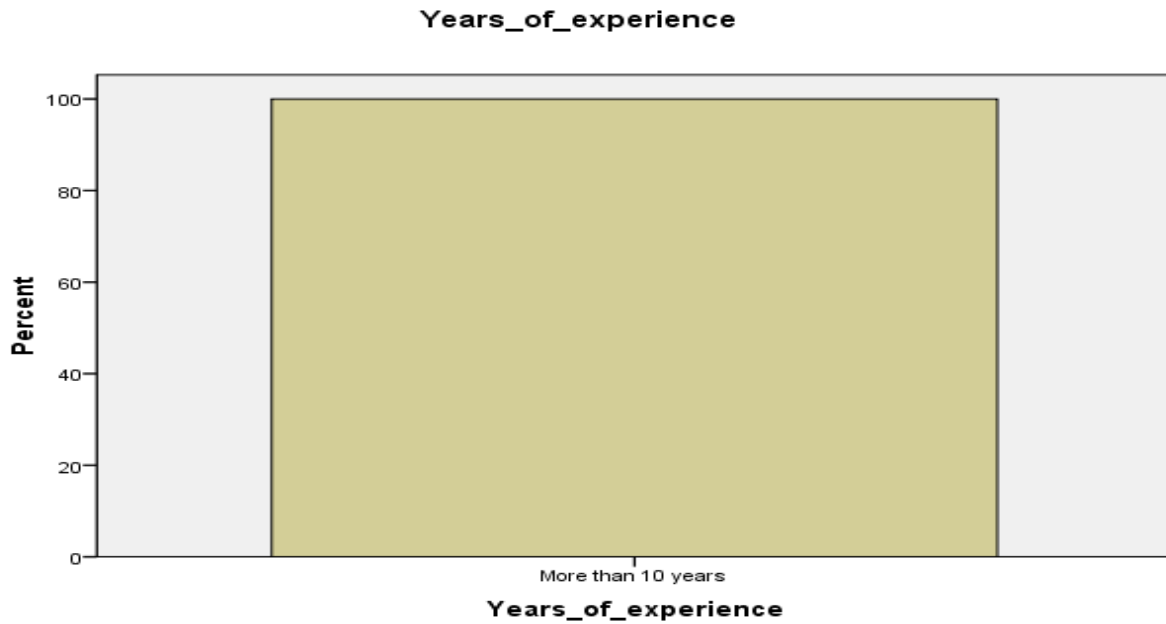
Respondents were also asked to indicate their academic and professional qualifications in agriculture. All respondents were established to have university degrees in agriculture, representing 100% of the total respondents (Figure 5.34).

Figure 5. 34: Academic and professional qualification of the respondents



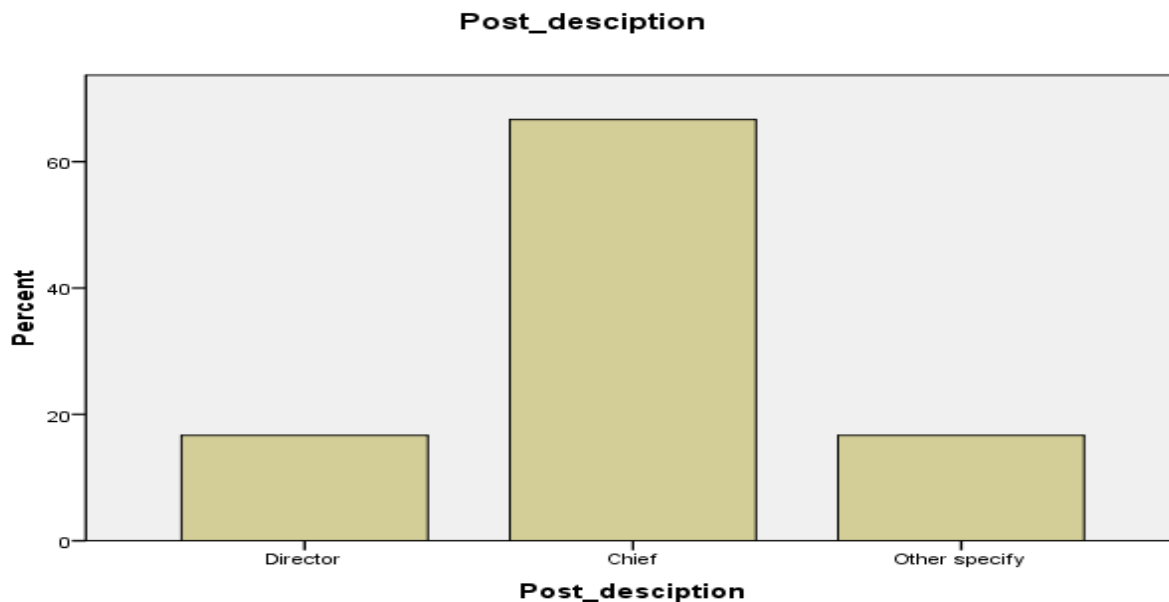
Regarding years of experience in agriculture, all respondents were established to have accumulated over 10 years in management positions in agriculture, representing 100 % (Figure 5.35).

Figure 5. 35: Years of experience in agriculture



Respondents were also asked to indicate the post description they occupy in agriculture management. The majority of the respondents were at the chief level. At this level, respondents indicated that they also have crucial functions in agricultural policy-making. Few respondents were established in other categories such as director and other to specify, representing 16.7% (Figure 5.36).

Figure 5. 36: Post description of the respondents



5.5.1.2 Agricultural programmes and policies

When asked what agricultural programmes/ projects exist in the MAWF that target rural youth in Namibia, respondents replied that there are agricultural centres and Green Schemes earmarked for improving the livelihood and addressing poverty amongst the rural communities. The agricultural centres, according to respondents, are Government training institutions, which facilitate vocational education training programmes in agriculture and function as a prerequisite for the participation in the commercial irrigation farming in any irrigation project under the Green Scheme. These centres accommodate trainees from the National Youth Service to attend short courses and a one-year training course by offering a Certificate in Livestock Husbandry and a Certificate in horticulture and Crop Husbandry at Level 2. Both centres, according to the respondents admit young Namibians between the age of 16 to 35 years with minimum Grade 10 certificates and agricultural backgrounds from across the country. Upon completion, graduates receive certificates. The centres

are Tsumis Arid Zone Agricultural Centre in the Hardap Region and Mashare Agricultural Development Institute in the Kavango-East Region. If rural youth in remote areas wants to pursue further studies at these centres, they often need to move, strong preferences to stay near family and supportive ties exemplifying several rural youth and communities can render moving stressful (Elder, King & Conger 1996; Hektner 1995). This situation causes rural youth to have limited opportunities for agricultural training since they are unable to relocate to other places because they want to maintain these connections and supports (Ali & Saunders 2006; Rojewki 1999).

When asked whether these programmes have adequately addressed poverty amongst rural youth in Namibia, respondents argued that the programmes have not yet addressed poverty amongst the youth because the majority of the youth are still unskilled and inexperienced. Acknowledging the 2016 national statistics that 20% of the total population is employed in the agriculture sector. Only 11.2% of the individuals working in the agriculture sector are skilled meaning, 88.8% are unskilled and the majority of them are the youth.

Whereas, other respondents expressed that courses offered at the centres are irrelevant since they do not respond to rural youth poverty as it keeps on escalating and most rural youths are not admitted at the National Youth Service, others are in remote rural areas and do not possess minimum requirements. Similar observations were also expressed by Bannel (2007) that several developing countries have established vocational centres, which supposed to train rural youth in areas of livelihood activities in rural areas, but these do not always provide relevant information and skills, resulting in graduates employed in inefficient employment outcomes, becoming employment seekers other than self-employment creation and recruit other unemployed rural youth. Consequently, graduates become part of the existing problem of youth unemployment.

When questioned what agricultural policies promote rural youth participation in agriculture in Namibia, respondents said there are general policy implications aimed at improving rural communities through agriculture, but some do not mention the youth. They believe that the youth

are also included in rural communities, thus they are also covered. One policy is the Namibia Agriculture Policy, which covers agricultural production, agro-industries, agricultural marketing and trade, agricultural research and development, global co-operation in agriculture, agricultural training and capacity building, agricultural management information system, agro-financing, co-operative development, extension services. Also, it suggests a Green Scheme, Namibia co-operative, and the Seed Policy.

Asked whether the policies were effectively facilitated concerning rural youth, certain of the respondents agreed that policies were effectively facilitated citing rural community development, taking place. They argue that rural farmers, which also include the youth, have benefited from programmes offered by the ministry such as training and extension services. Other respondents urged that the policies are effective, but most of them do not mention the youth, rendering it difficult for institutions to work with rural young individuals. The intellect of the concept of rural farmers in the country, according to the respondents, “refers to adults, individuals who possess the land, not youth who depends on their parents, thus they are often neglected” one of the respondents expounded.

5.5.2. The views of policy-makers on rural youth poverty alleviation in forestry

The study investigated the views of policy-makers responsible for policy-making for forestry activities. This section presents the findings.

5.5.2.1. Profile of the respondents

The table illustrates the profile of the respondents.

Table 5. 33: Distribution of the respondents according to gender

		Frequency	%	Valid %	Cumulative %
Valid	Male	1	33.3	33.3	33.3
	Female	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

As indicated in Table 5.33 above, two female respondents representing 66.7% compared to 33.3% of male, formed part of the study.

Table 5. 34: Age range of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	31-40	1	33.3	33.3	33.3
	41-50	1	33.3	33.3	66.7
	51-60	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Though the research targeted all respondents with various age groups saving in management of forestry, table 5.34 indicates that the study had one respondent in each age group, representing 33.3% in all categories.

Most of the respondents as depicted in table 5.35, possesses university degrees in forestry and other related fields such as natural resources and business administration. Whilst, one of the respondents holds a diploma in forestry.

Table 5. 35: Academic qualification

		Frequency	%	Valid %	Cumulative %
Valid	Degree	2	66.7	66.7	66.7
	Diploma	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 5.36 illustrates the post description of the respondents, where two chiefs and one director formed part of the study.

Table 5. 36: Post description of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Director	1	33.3	33.3	33.3
	Chief	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

Most respondents were established to have over five years' experience in forestry. 2 of the respondents indicated they have accumulated between 5-10 years of working experience in forestry. Whereas, 1 of the respondents has over 10 years of working experience in forestry (Table 5.37).

Table 5. 37: Years of experience

		Frequency	%	Valid %	Cumulative %
Valid	5-10 years	2	66.7	66.7	66.7
	More than 10 years	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

5.5.2.2. Programmes and policies in forestry

When asked what forestry programmes/ projects exist in the ministry responsible for forestry that targets rural youth. Respondents indicated that there are no specific programmes or projects that target the youth, but rather the ministry has universal programmes for the general community members in rural areas, these are:

- Community Forests.
- Tree planting and Orchard Development.
- Forest Research.
- Forest Inventory.
- De-Bushing.
- Bush Utilisation and promotion of wood Industries.

Respondents narrated that the programmes are not specifically established for the youth, but young individuals are also welcome to participate in them. Questioned whether the forestry poverty alleviation programmes in Namibia have addressed poverty amongst rural youth in Namibia, respondents indicated that it is both yes and no. According to them, it is yes because rural young individuals are participating in community forests and were reaping benefits necessary for poverty alleviation such as income generation and employment creation. Respondents further explained that there are also young individuals participating in tree planting, orchard development, and de-bushing. Conversely, respondents also said no, because they do not have youth-specific forestry programmes or projects. Youth participation in forestry programmes is voluntary, the MAWF through the Directorate of Forestry does not account whether there is a youth or not, they view them as general community members. As one respondent narrated that;

“We don’t negotiate with the youth, except in situations where we find them such as in community forests, we negotiate with the general community members, whether youth or not”.

Some respondents expressed concerns that this general way of dealing with forestry programmes and policies may usually exclude the youth and discourage them from participating. Similar observations were articulated by Proctor & Lucchesi (2012) that most policies aimed at addressing rural livelihoods do not respond to the needs of rural youth participating in these sectors such as forestry.

Respondents were also asked what policies promotes rural youth participation in forestry in Namibia, respondents indicated that though there are no youth-specific policies, it suggests a National Forestry Policy, which aims to address poverty alleviation through;

- Reconciling rural development with biodiversity conservation by empowering farmers and local communities to manage forest resources on a sustainable basis.
- Increasing the yield of the benefits of the national woodlands through research and development, practices, protection, and promotion of requisite economic support projects.
- Creating favourable conditions to attract investment in the small and medium industry based on wood and non-wood forest raw materials.
- Facilitating innovative land-use strategies, including multiple uses of conservation areas, protected areas, agro-forestry, and a variety of other approaches designed to yield forestry global benefits.

The study also discovered that a framework for facilitating the National Forestry Policy is through community-based management of natural forests, involving rural communities’ participation in Forest Management, entailing granting communities’ ownership and tenure rights to forest resources to achieve management objectives. Second, the Farm Forestry Programme, which

attempts to integrate forestry into existing farming systems to contribute to food security and income generation.

The study also established that it suggests a general understanding amongst policy-makers that rural young individuals often dislike forestry-related activities. Some respondents considered that such an understanding lacks truth since it has not been tried ever since Namibia's independence. Anyidoho et al (2012) observed that in most cases, policies portray youth as a problem needing to be addressed; this results in policies that do not take into account youth perspectives.

Respondents were also asked whether rural youth participate in forestry policy deliberations. Respondents narrated that rural young people are often excluded from forestry policy deliberations. Respondents believe that the youth are catered for in communities where they belong. When an invitation is extended to the general community members, it also includes the youth. FANRPAN (2012) contends that policy advocates and policy-makers rely too heavily "on common knowledge" to formulate and facilitate policies to address rural young peoples' problems, especially for poverty alleviation. This implies that rural youth are not consulted and yet poverty alleviation policies are formulated and facilitated without incorporating the views of rural youth. Consequently, the critical needs and challenges of rural youth in this sector remain unattended.

Respondents were also asked as to how they see the structure of rural youth development fit in the envisaged national forestry development. In responding to the question, respondents explained that it is a process that requires wider consultations with other stakeholders, including the communities, rural youth, but assured that it could be an advantage for achieving sustainable forestry resources. Additionally, respondents also claimed that the youth have better education and thus have a better understanding of rural development issues, addressing rural youth issues in national forestry development would add value to the sector.

According to the observations of the respondents, rural youth does not feature in discussions of rural poverty alleviation through forestry in Namibia this is because, it suggests a belief that whenever it suggests a mention of rural communities, rural youth are also included.

5.5.2.3. Focus group discussions with community forests

The study conducted focus group discussions with four community forest committees in the Zambezi Region. The groups comprised five to seven committee members, facilitated by the researcher. When asked which activities of community forests, rural youth participate, groups responded that young individuals are serving as forest guards, works in cut lines, de-bushing and cleaners in orchards, and office management of community forests. When asked the implications of these activities on youth poverty, groups responded that their participation in these activities has not contributed to poverty alleviation, they explained that community forests do not generate enough income and hence do not have a permanent staff. There is not an impact on rural youth livelihood and poverty alleviation. When income is generated from the sale of forest products such as poles, each member receives an allowance though its impact is minimal.

The groups were also asked support that they provide to rural youth. The question was based on the five livelihood assets defined in the SLF. The study discovered that concerning physical capital, certain community forests have constructed offices in their areas of jurisdiction, where young individuals can also obtain forest information. Though most offices were still under construction but had temporal structures where they are operating. Regarding financial capital, the study established that community forests do not provide any financial assistance to rural young individuals except those serving on committees and those employed as game guards, cleaners, and administrators who then receive allowances when income is generated from the sale of forest products and permits to community members. Other beneficiaries include the traditional authorities. Asked why youth are not amongst the beneficiaries, groups maintained that income

distributed to traditional authorities, is mainly meant for community members which also includes the youth and it is them (members including the youth) to decide on community projects.

About natural capital, it emerged from the groups that all community members, including the youth, are expected to obtain permits from the Directorate of Forestry, and payment is also required. In doing so, a letter is issued by the community forestry or traditional authority to authorise such person to apply for the permit. Regarding social capital, respondents indicated that forest guards conduct patrols in community forests and they do this whilst in groups. Their reason is that in case they find unlawful forest harvesters; they join hands in impounding forestry products. As of human capital, groups maintained that those employed in the community forests, most have received training in forestry management, firefighting, cut lines, and financial management. When asked why the training was not extended to other young individuals participating in forestry, but not serving in positions of the community forests. The groups replied that forestry training is limited to those in community forests as per the procedure of the Directorate of Forestry.

When asked whether there are policies or arrangements in place in community forests that promotes rural youth participation in forestry, groups replied that they do not have youth-specific policies or arrangements that state they must work with the youth. They are not provided such mandate by the Directorate of Forestry, they only negotiate with them when they approach them as community members but not as youth members.

5.5.3. The views of policy-makers on rural youth poverty alleviation in fishery activities

The study investigated the views of the policy-makers on rural youth poverty alleviation in fishery activities. The study observed that most management staff responsible for fishery activities were unavailable during the period of the study, certain were on leave whilst others, were assigned to other official duties. This section presents the findings.

5.5.3.1. Profile of the respondents

The table illustrates the age of the respondents.

Table 5. 38: Age groups of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	31-40	1	50.0	50.0	50.0
	41-50	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Though the study targeted all age groups as indicated on the table, one respondent in each age category (31-40 and 41-50) was covered by the study.

Table 5. 39: Gender of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Male	2	100.0	100.0	100.0

Though the study targeted both male and female in management, only male respondents were established during the cause of the study, representing 100%.

Table 5. 40: Academic qualifications of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Degree	2	100.0	100.0	100.0

Respondents were requested to indicate their highest level of academic and professional qualifications or any other to specify. It was established that all two respondents possess university degrees in fisheries-related fields.

Table 5. 41: Years of experience in fisheries

		Frequency	%	Valid %	Cumulative %
Valid	More than 10 years	2	100.0	100.0	100.0

Respondents were provided options to indicate years of experience in fisheries beginning of 1-4, 5-10, over 10 years, and another to specify. Both respondents indicated that they have accumulated over 10 years' experience in fishery management.

Table 5. 42: Post description of the respondents

Post description					
		Frequency	%	Valid %	Cumulative %
Valid	Chief	1	50.0	50.0	50.0
	Other specify	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

Respondents were requested to indicate post descriptions, which applies to them and were provided options to choose from, ranging from the Permanent Secretary, Deputy Secretary, Director, Deputy Director, chief and another to specify. The table indicates that one chief and one senior staff were covered. According to both respondents, they are part of management responsible for policy-making in fishery activities.

5.5.3.2.Policies and programmes in fisheries

Respondents were requested whether the national fishery policies also include rural youth. Respondents pointed out that it suggests no specific fishery-related policy or principle in the policy concerning rural youth in Namibia. Their target group is the general community members, but mostly they work in collaboration with traditional authorities and the general community members.

According to the respondents, the Government of the Republic of Namibia promulgated the Marine Resources Act (2000), which now represents the primary marine fisheries legislation. It entered into force in August 2001. The Inland Fisheries Resources Act (2003), providing an appropriate legal framework for the management and development of inland fisheries. On the aquaculture side, the MFMR developed an Aquaculture Policy (2001) “Towards Responsible Development of Aquaculture” and an Aquaculture Act 2002. The MFMR has also established the Directorate of policy, planning, and economics, which composed of five Divisions indicating: Policy and Planning, Economics, Fisheries Administration, Statistics, and Fisheries Information management. Respondents narrated that all these fishery policies and programmes are directed at the general community members, it suggests no specific policy or programme for rural youth in fishery activities in Namibia.

In the case of fish farms, respondents explained there are existing fish farm projects aimed at increasing food security, employment creation, and income generation. According to the respondents, the farms are owned and run by the Aquaculture co-operative members and receive technical and other assistance from the MFMR. Asked whether these farms also target rural youth, respondents indicated that their fish farms are not specifically established for the youth, but rather for the entire community members, they are also welcome to participate in them and they are young individuals in these projects. Asked whether rural youth are also invited in deliberations on fishery policies, Respondents indicated that rural youth are represented by their traditional authorities and fishery committees.

Respondents were also asked to explain the processes that exist in fishery activities, respondents said that fisheries are open to the general community members, but normally there are meetings held by traditional authorities and fishery committees on fishery-related matters such as sustainability of fishery resources. Asked whether there was such a meeting with rural youth, respondents replied that they do not negotiate with the youth but they are often present in community meetings.

About fish farms, respondents indicated that before harvesting fish, members need to obtain permits from the MFMR, which grants them access to fish stocks, and a charge of N\$50 per permit is paid. They not only require permits but also approval from the MFMR for harvesting and the ministry has the right not to approve should fish stocks be established not ready for the market.

Respondents were also asked whether the poverty alleviation fisheries programmes/projects in Namibia have adequately addressed poverty amongst rural youth in Namibia. All respondents indicated that the fish farm projects and aquaculture programmes have not alleviated poverty amongst the youth because the programmes and projects are not necessarily targeting youth in rural areas, but the entire rural communities. Further, respondents indicated that the few participating in these programmes, poverty was alleviated with income generated from these projects. Whereas, for rural youth participating in fishery activities on an individual basis, the ministry does not have a mandate over them except through traditional authorities and fisheries committees.

5.5.4. The views of policy-makers on rural youth poverty alleviation in entrepreneurship activities

The study investigated the views of the policy-makers on rural youth poverty alleviation in entrepreneurship activities. This is discussed in detail in this section.

5.5.4.1. Profile of respondents

The table illustrates the profile of the respondents.

Table 5. 43: Age groups of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	31-40	2	33.3	33.3	33.3
	41-50	3	50.0	50.0	83.3
	51-60	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

As indicated in the table, the majority of the respondents were comprised of age groups 41-50, compared to any other groups representing 50%.

Table 5. 44: Gender of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Male	5	83.3	83.3	83.3
	Female	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

As depicted in the table above, more male respondents were reached compared to female respondents representing 83.3%.

Table 5.45 illustrates the academic and professional qualifications of the respondents. All six respondents were established to have university degrees in youth-related fields.

Table 5. 45: Academic and professional qualification

		Frequency	%	Valid %	Cumulative %
Valid	Degree	6	100.0	100.0	100.0

Table 5. 46: Years of experience in youth entrepreneurship

		Frequency	%	Valid %	Cumulative %
Valid	5-10 years	1	16.7	16.7	16.7
	More than 10 years	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

The table indicates most of 83.3% of the total respondents have over 10 years' experience in executing youth development and entrepreneurship programmes.

Table 5. 47: Post description of the respondents

		Frequency	%	Valid %	Cumulative %
Valid	Deputy Director	1	16.7	16.7	16.7
	Chief	3	50.0	50.0	66.7
	Other specify	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

The study targeted individuals in management positions, who are involved in policy-making concerning youth entrepreneurship. As indicated on the table, most respondents were comprising those in chief positions, representing 50.0%, compared to other post descriptions with 16.6 and 33.3%.

5.5.4.2.Policies and programmes for youth entrepreneurship

Respondents were requested what policies exist that promote rural youth participation in entrepreneurship, respondents revealed that it suggests an existing National Youth Policy, which talks about youth entrepreneurship. There is also the NYCS policy that guides the facilitation and operating the NYCS programme and the CYB.

Asked whether policies and the youth entrepreneurship programmes as mention (National Youth Policy, NYCS, and CYB) have adequately addressed poverty amongst rural youth. Most respondents answered no to the question. The reasons, according to the respondents were that there are no mechanisms through which rural youth are supplied with livelihood equipment such as sewing machines and other devices they can depend on for their lives. Other respondents urged that rural youth does not know anything regarding national development priorities and as such are often excluded in these deliberations and no feedback is provided to them to enlighten them on the development issues such as entrepreneurship in the country.

Some of the respondents cited that there are good youth programmes that could uplift rural youth from poverty, such CYB, and NYCS, but one of the major problems is that these programmes are neglected by political leaders who do not discuss them, neither do they talk financial resources for these programmes but rather favours programmes that have no visualisation such as food bank, where individuals are provided free food without being taught how to produce food. Such programmes according to the respondents, do not enable the country to realise its development goals.

According to the respondents, entrepreneurship activities could be in response to the situation of youth poverty. Whilst other respondents blamed rural youth for not taking up business opportunities that exist. They stressed that lack of information amongst rural youth remains a severe problem. They also expressed concern that the country is going through economic downturns, institutions concerned with youth do not have access to transport to visit rural areas thus and the concentration is limited to urban youth. Other respondents disputed that claim that the economic downturn of the country, occurred recently, they're supposed to have training conducted in rural areas before the economic situation.

Respondents said special attention has not been paid to rural youth, but rather programmes were dominated by those in urban areas. Similar observations were also expressed by Bannel (2007)

that several of the policies aimed at improving the lives of rural youth have not achieved their intended results since they are often diverted to target youth in urban areas, who are better off compared to rural youth. Meanwhile, the World Bank (2014) and the International Fund for Agriculture Development (2010) caution that poverty in rural areas remains so since resources and policies continue to be concentrated in urban areas.

Respondents also claimed that they have regional structures that supposed to conduct meetings, train rural youth thus, they also fail to understand why rural youth poverty alleviation continues to increase. Certain respondents cited that it suggests no coordination between these structures and rural youth are often excluded in development issues and sometimes not even mentioned in regional development priorities. Also, as far as entrepreneurship policies are concerned, they have not been specifically on rural youth, but rather there has an assumption that whenever policies mention rural population, the youth members are also included. FANRPAN (2012) noted that policy advocates and policy-makers rely too heavily “on common knowledge” to formulate and facilitate policies to address rural young people’s challenges, especially for poverty alleviation.

Other respondents also expressed that most financial institutions do not consider rural youth attributable to a lack of collaterals since they are profit-making organisations. Respondents also stated that most programmes that target the youth are not sustainable leading to young individuals losing interest but rather migrating to urban areas. There are no specific programmes tailor-made to address the needs of young males and females in rural areas in Namibia.

5.5.4.3. Focus group discussions with constituency offices

The study had focus group discussions with constituency councilors and support/ administrative officers because these are the individuals dealing directly with the community and rural youth in their particular constituencies. The groups comprised five to six members and were all facilitated by the researcher. When asked the livelihood activities of rural youth in their constituencies, the groups mentioned agriculture, fisheries, forestry, and non-forest products such as reeds and grass,

Small Medium Enterprises, and community conservation. They explained that the activities enable the youth to generate income and employment for poverty alleviation.

The groups were also asked about the nature of support they provide to rural youth. The question was based on the five livelihood assets as provided in the SLF of the DFID (2000). The results are as follows;

➤ Human capital

The groups indicated that there is no training specifically for the youth offered by the offices.

➤ Financial capital

Consistency offices, fund community development projects such as poultry, gardening, fishery, and other projects aimed at improving the livelihood of the community including the youth.

➤ Physical capital

Constituency offices provide access to equipment and machinery for livelihood improvements such as water tanks for gardening projects, hammer mills, and sprinklers. Youth can also seek information at constituency offices.

➤ Natural capital

Communities, including the youth, have access to water, reeds, grass, fish, and forestry products.

➤ Social capital

Groups indicated that there are Constituency Development Committees, where constituency development issues are deliberated. Also, there are Village Development Committees that deliberates on development issues at the village level. When asked how youth are accorded opportunities in these committees. Groups responded that the youth are also part of these committees and that they also render contributions related to community

development. Groups maintained no youth-specific issues were discussed other than community projects.

The groups were also asked policies that exist in their institutions that promote rural youth participation. They responded that on the structure of the Constituency Development Committee, it suggests a portfolio for a youth member, who represents the youth in the specific constituency.

5.6. RESPONDENTS' SUGGESTIONS TO EFFECT POLICY CHANGES TO ENGAGE RURAL YOUTH IN AGRICULTURAL AND NON-AGRICULTURAL LIVELIHOOD ACTIVITIES

Respondents were requested to suggest effecting policy changes to engage rural youth in agricultural and non-agricultural livelihood activities. This section presents the findings.

5.6.1. Agriculture livelihood activities

In agriculture, the respondents submitted the following suggestions:

5.6.1.1. Rural youth suggestions (agriculture)

Rural youth in agricultural activities suggested that availing funds for agricultural activities targeting rural youth are critical for increasing youth participation in agriculture and poverty alleviation. Access to finance is essential for livelihood improvement and poverty alleviation (DFID 2000:21; Scoones 1998). Respondents also proposed that financial institutions such as Agricultural bank should develop rural youth-specific agricultural fund schemes aimed at uplifting the living standards of rural young males and females engaged in agriculture. As one of the respondents provided examples:

“Financial institutions such as an agricultural bank in our region can come up with a youth-specific programme to assist us engaged in agriculture, such as through providing loans and other agricultural equipment such as tractors”.

Regarding policy deliberations, respondents suggested that institutions responsible for agricultural development, such as the MAWF, should mobilise rural young individuals in collaboration with the MYNSSC, constituency offices, districts, villages, traditional authorities, and traditional courts (Sub-khutas) to solicit rural youth contributions to agricultural policies. In line with this, DFID (2000:3) outlines the essential principles for achieving the objectives of the SLF that of participation in decision-making processes and collaboration between development partners and communities.

Respondents also recommended the training needs assessment for rural youth in agriculture to be conducted. The purpose of such an assessment according to the respondents, should be to determine the training needs of rural youth participating in agriculture and such training to be based on the results of the assessment; and about agricultural livelihood activities. This is also emphasised in the SLF, which places access to human capital as critical in achieving sustainable livelihoods.

Respondents also suggested the creation of marketing opportunities for rural young males and females in agriculture and potential buyers of agricultural products. According to the respondents, creating platforms for potential buyers to visit rural areas and buy agricultural products in rural areas to cut costs for traveling to and from town. This can be conducted by establishing centres where rural young males and females can exhibit their agricultural products and the hosting of agricultural trade shows in rural areas.

It was also submitted that since there are local mobile networks in certain parts of the rural areas in the Zambezi Region, established groups such as agriculture, rural youth groups on what sup, Facebook and introducing a specific programme on the local radio station (Silozi), where rural

young males and females can engage in agricultural discussions. Whereas, in other parts of the region without access to networks, it was proposed that the Ministry of Education, Arts and Culture, and the MYNSSC collaborate on establishing rural libraries. As stressed by Nkechi (2015:152) that rural dwellers have the right to acquire all kinds of information for their well-being from rural libraries. Some respondents suggested that these libraries should display materials for rural youth livelihoods such as agriculture.

5.6.1.2. Policy-makers' suggestions to effect policy changes to engage rural youth in agriculture

According to the respondents, specific rural youth agricultural programmes should be developed such as the green schemes for rural youth. Other respondents called for a proper agricultural needs assessment targeting rural youth and the results of the exercise should reveal the observations and programmes that rural youth may be interested in. Respondents also suggested an increase in rural youth participation in agricultural policy processes. A youth-friendly agricultural policy, according to the respondents, is one developed with the active engagement of the youth and one which empowers and recognises the youth as a differentiated group because of social, economic, and cultural differences. Any youth-friendly must respond to and meet the needs of rural youth such as finance, security tenure, markets, and skills training (Leavy & Smith 2010; White 2012; International Labour Organisation 2012).

Other respondents suggested for the inclusion of rural youth in market research and product development of financial institutions in such a way that the youth are not just as subjects, but ideally participating in the design of the agricultural market research plan and devices, data collection, and the analysis of the results. This can be achieved through focus group discussions with rural young individuals in agriculture. These groups should be segregated according to specific characteristics such as gender, educational level, marital status, and professional situation or socioeconomic status to ensure the details of each group can be revealed. As observed by Storm, Porter & Macaulay (2010:308) that organising homogeneous groups for focus group discussion,

more details of the wants and needs, behaviours and attitudes of a particular sub-segment can be understood, which can then later be used to develop products that can consider the specifics of each of the sub-segments. This can assist with product designers to consider those preferences to build into the product design appropriate flexibility to meet the needs of the market segment and its constituent sub-segments.

The field of agriculture, according to respondents, suffers inferior to other fields of study. For instance, using agricultural activities as a punishment is customary practice in schools and households in several African countries and certain other parts of the world, this creates a negative view of choosing agriculture as a field of study (FAO 2012), thus there is a need to create awareness of the contribution of agriculture to national development. Such awareness should target all stakeholders targeting rural communities, including their management.

It was also recommended by the respondents that rural youth agricultural programmes should be incorporated in the national agricultural policy specifically in research and development, agricultural training and capacity development, in agricultural management information systems, marketing, agricultural production, agro-financing, co-operative development, and extension services to enable rural youth to positively contribute to national agricultural development.

Respondents also stressed that for this integration to occur, it is important for agricultural institutions to conduct rural youth meetings, rural youth groups, associations, and stakeholders. Respondents also suggested for establishing agricultural cooperatives and associations. According to the respondents, these organisations will represent rural youth interests and will lobby on their behalf, since they will endeavour to formalise and provide continuous support, finance, and training to ensure they can operate at the local, national, and global levels. According to the respondents, this will also assist them to have stronger bargaining power in policy processes. Similar observations were also observed by the International Co-operative Youth Statement (2012), which acknowledged the importance of cooperatives as a “viable and promising option for

young individuals transition to full economic, social and civic participation and recommends the authentic inclusion of youth in the governance cooperatives”.

In most cases, it suggests a lack of funds for facilitating agricultural programmes aimed at poverty alleviation. Respondents further narrated that, though there are existing agricultural centres, they suffer from weak facilitation of other programmes because of a lack of capacities, such as human resources, skills, funds, and staff turnover. Sufficient funds should be availed to the MAWF to facilitate these programmes such as increasing the ministry’s budget allocation.

It was also revealed during focus group discussions with the Regional Land Board that the youth have no representation on the board, it was recommended that amendments should be made in the laws to have a youth representative such as rural youth. According to the respondents, this will ensure youth access to agricultural and land for resettlement.

5.6.2. Forestry livelihood activities

In forestry, the respondents submitted the following suggestions:

5.6.2.1. Rural youth suggestions (forestry)

Respondents suggested that regarding beneficiaries of community forests, rural youth should also be included on the priority list of beneficiaries since they are amongst the most disadvantaged groups in rural communities, to task Directorate of Forestry and community forests to support rural youth projects aimed at alleviating poverty such as financial and technical support.

The Directorate of Forestry should endeavour to establish and supporting youth forestry-related projects such as orchards, nurseries, charcoal, and timber industries and also provide forestry equipment and devices to enable rural youth to perform their forestry activities to contribute towards poverty alleviation.

Respondents also recommended that assuming the needs of the youth in rural areas as those of the general public should be reviewed. Since youth needs may not necessarily be those of the elders, respondents suggested that forestry programmes should have specific target groups. As one respondent urged that;

“Some of us are not members of community forests, but we want to establish charcoal and timber projects, but do not fit in their programmes”.

Regarding training, respondents expressed that forestry-related training should not only be limited to those in community forests but should also be stretched to other youth members in rural areas and the content of the training should be tailor-made to rural youth in forestry.

Some respondents observed the charges on accessing forest resources such as payments for permits and fees for accessing letters from traditional authorities that, such charges be reduced for the unemployed rural youth attributable to lack of affordability.

Policy-makers in forestry should consult with rural youth and incorporate their views when reviewing the National Forestry Policy. A youth-friendly forestry policy would be established with the active participation of the youth (Leavy & Smith 2010).

5.6.2.2. Suggestions from community forests for addressing rural youth poverty in forestry activities

During focus group discussions, groups were requested the possibilities for engaging rural youth in forestry activities. Their suggestions include; train rural young individuals in areas of woodcarving, calling on the Government to allocate funds to community forests to fund rural youth projects; collaborate with stakeholders to donate forestry equipment's for use in forestry projects; initiate youth forestry schemes for rural young individuals in forestry; and for the MAWF in

collaboration with the community, forests to mobilise rural youth to establish timber industries to absorb the unemployed rural youth.

5.6.2.3. Policy-makers' suggestions to effect policy changes to engage rural youth in forestry

According to the respondents, what exactly should be improved in forestry policies in ensuring that rural youth concerns and poverty are addressed, is the inclusion of rural youth in the National Forestry Policy. This is because such inclusion will render it mandatory for the ministry responsible for forestry and other stakeholders to prioritise rural youth participation in forestry activities.

Respondents also suggested that the general coverage of rural community members of forestry programmes, will not solve rural youth-specific needs in this sector, but disadvantage them. Respondents suggested for developing specific forestry programmes targeting rural young males and females.

It was also submitted that the forestry sector together with stakeholders responsible for rural youth should endeavour mobilising rural youth for establishing wood industries. A situation which respondents believe would create employment opportunities and contribute to the socio-economic development of rural areas.

Respondents also recommended that it should be made mandatory for the community forests that when funds are generated, a portion of such funds be reserved for rural youth development projects. Though this requires appropriate consultations between community forests and rural youth.

Since rural youth members are one of the consumers of forestry products, respondents recommended for a tailor-made training programme specifically for rural youth to equip them with forestry skills such as harvesting forest products on a sustainable basis, tree planting, de-bushing,

and cutline. Such training according to respondents should be extended to non-community forest members. A situation that will also contribute to the sustainable use of forestry resources.

5.6.3. Fisheries livelihood activities

In fisheries, the respondents submitted the following suggestions:

5.6.3.1. Rural youth suggestions (fisheries)

Access to information was one of the pressing issues impeding rural youth participating in fishery activities. In this, respondents advised that institutions responsible for fishery activities should conduct educational awareness campaigns on fishery activities in rural areas specifically targeting the youth such as holding rural youth meetings and discussions in rural areas on the sustainable use of fishery resources.

Respondents' also suggested establishing rural youth groups in fishery activities in various areas. They suggested that any specific information regarding fisheries targeting the youth should be communicated through these groups, which should work in collaboration with local traditional authorities and fishery committees.

Youth training in fishery activities was also identified, where respondents proposed that tailor-made training be developed specifically for rural youth in this sector, such as on harvesting, types of fishing, and the legal framework attached to fisheries.

Relevant authorities such as the MFMR and local traditional authorities should investigate the possibility of constructing and improving storage facilities, equipped with cooling systems for keeping fish stocks.

Respondents also submitted that there are fishery projects established for rural youth, but these projects are unable to succeed attributable to material and equipment assistance. Respondents recommended that these projects be identified by the MFMR to ensure necessary support can be provided for these projects.

Respondents were also with the view that traditional authorities also had critical functions, ensuring rural youth participation in fishery activities. Traditional authorities should ensure that rural youth in fishery activities are also represented on fishery committees. Respondents sense this move should be made compulsory for all fishery committees to have a youth presentation on their structures. Also, the responsibility of land allocation for fishery-related projects, respondents believe traditional authorities have strong powers in land allocation and called for traditional authorities to identify and allocate land specifically for this purpose.

5.6.3.2. Policy-makers' suggestions to effect policy changes to engage rural youth in fisheries

Respondents were requested to provide recommendations on how best rural youth participation in fishery activities can be improved to respond to rural youth poverty. According to them, to engage rural youth in fishery activities, respondents recommended that the MFMR should review its policies to accommodate rural youth in its programmes such as the Aquaculture Policy of 2001 to enable rural youth to participate in aquaculture programmes, which currently respondents believe its mainly benefiting elders than youth in rural areas. According to respondents, the general principles of the national policy on aquaculture do not acknowledge rural youth participation in aquaculture. Respondents recommended that a specific principle should be added in the policy framework to address rural youth in aquaculture programmes. The same should also be applied to Inland Fishery Resources.

Other respondents proposed in the review of the legal fishery instruments specifically those targeting rural communities such as the Inland Fishery Act of 2001 and the Aquaculture Act 2002 to have rural youth representation on compositions of structures dealing with fishery activities in

rural areas such as on establishing the Aquaculture Advisory Council and the fishery council of Inland Fishery Resources. This representation, respondents believe that it will render it mandatory for fishery officials at both regional and local levels to accommodate rural youth in the dealings of fishery activities. One respondent explained that;

“The youth members are the foundation of the future of any given country, excluding them in these policy developments and relevant laws concerning fishery will contribute to the failure of these legal instruments. If we are to achieve socio-economic development and sustainability of this sector, rural youth participating in fishery activities should be one of the target groups”.

Other respondents submitted that specific rural youth fishery projects should be initiated to enable these youths to generate income and create employment opportunities. In doing so, respondents proposed for rural youth needs assessment to be conducted targeting rural youth in rural areas to ascertain rural youth views in establishing fishery-related projects. Whereas, the MFMR, MYNSSC and political constituency councilors through regional councils to be tasked to source technical and financial support of these projects. Respondents also indicated that the MFMR in collaboration with regional councils and the MYNSSC, to conduct monitoring of the progress of these projects and evaluation to ascertain the project activities in the livelihood and poverty alleviation of rural youth. Respondents also suggested for testimonies of rural youth successful in fish farming to be invited in fora, conferences and even documentaries to motivate other rural youth to initiate viable fishery projects and such fora or conferences to be held in rural areas.

5.6.4. Wildlife livelihood activities

In wildlife, the respondents submitted the following suggestions:

5.6.4.1. Suggestions for rural youth (wildlife)

Respondents were requested possible recommendations that will affect policy changes to engage rural youth in wildlife activities to ensure poverty amongst rural youth can be alleviated. Respondents suggested that it is important for wildlife conservancies to recognise rural youth as direct beneficiaries of conservancies as that of traditional authorities.

To alleviate poverty amongst rural youth in conservancies, respondents submitted that rural youth activities and programmes should be comprised in the budgeting processes of conservancies ensuring funds are available to conduct these activities. In this, it was recommended that conservancies should allow rural youth to submit viable project proposals at conservancy offices for possible funding such as fish farm projects, tourism-related projects, environmental projects, and gardening to enable rural youth to generate income and create employment opportunities for other unemployed youth.

Other respondents advised that conservancies cannot address rural youth poverty with the general community members. They proposed for the establishment of wildlife or conservancy youth groups in each area that will collaborate with conservancy offices in spearheading youth programmes. Certain also submitted that each conservancy should have a youth coordinator at each conservancy office, who will oversee facilitating youth activities in wildlife such as spearheading educational campaigns, youth wildlife workshops, conferences, and meetings and emphasised these should occur in rural areas in schools, community halls, and churches.

Conservancies to train the youth in areas of trophy hunting to ensure they benefit from the hunting schemes.

5.6.4.2. Suggestions from conservancy committees to address rural youth poverty in wildlife activities

It was recommended during focus group discussions that rural young individuals should establish groups in their areas to ensure whenever conservancies have activities that can cooperate with such groups such as during wildlife educational campaigns and meat distribution.

In collaboration with the Ministry of Environment and Tourism and the conservancies should ensure that young individuals are represented in the structure of conservancies. This situation, according to the respondents, will render it mandatory for conservancies to have a youth member in management positions who will then represent the needs of youth.

Conservancies to investigate possibilities of allocating funds for youth development projects in their areas. Though certain respondents suggested that such funds be derived from cash payouts to areas, but stressed that a specific allocation should be made for the youth, the funds should be utilised for viable projects.

Though there are plans in the procedures for certain conservancies to introduce scholarship opportunities for members. The groups called for the immediate introduction and facilitation of such schemes. According to groups, this will see rural young individuals studying further at higher education institutions in fields related to conservation, management, and tourism.

5.6.5. Entrepreneurship livelihood activities

In entrepreneurship, the respondents submitted the following suggestions:

5.6.5.1.Rural youth suggestions (entrepreneurship)

It was advocated that the Government and other crucial stakeholders should introduce rural youth fund, which will target young males and females in rural areas. Other respondents suggested that youth entrepreneurship such as the NYCS and CYB should be revised to address the specific needs of rural youth. In this, consultations with rural young individuals should be undertaken such as youth meetings, conferences in rural areas to ensure their observations can also be incorporated in these programmes. According to the respondents, these programmes seem to favour youth in urban areas. Respondents argued that the nature of business differs concerning the location, the modalities should also be upgraded as such. As a case in point the repayment periods and the type of businesses.

Respondents also acknowledged that training related to business management will equip them with the necessary skills that will enable them to improve their businesses and alleviate poverty. As cited by the United Nations Educational, Scientific and Cultural Organisation (2008) that education is crucial in breaking the cycle of poverty and in achieving sustainable livelihoods. Respondents proposed for business management training to be conducted in rural areas to cater to most rural youth and that the content of such training should be tailor-made to rural youth and the manuals be translated into the local language (Silozi).

Whereas, other respondents suggested that it could be better if they could be provided opportunities to visit other successful rural business entrepreneurs. In this, respondents explained that the MYNSSC and constituency offices should initiate and facilitate such programme.

Respondents also suggested establishing youth organisations in each area. The purpose of the groups should be to mobilise and coordinate youth participation in entrepreneurship. These groups should also be engaged in community outreach and mobilisation to foster a culture and spirit of entrepreneurship.

5.6.5.2. Policy-makers' suggestions on effecting policy changes to engage rural youth in entrepreneurship

According to the observations of the respondents, to affect policy changes to engage rural youth in entrepreneurship activities, respondents submitted that it is important for regional councillors to engage regional youth officers in setting up youth entrepreneurship in constituencies such as youth in businesses. In this, respondents recommended that such initiatives be conducted in collaboration with rural youth. These institutions can also endeavour to establish rural youth structures in entrepreneurship.

Some respondents also suggested that planning and formulating youth policies whilst excluding them from these deliberations will not be achievable. It was recommended by the respondents that rural youth consultations should be held throughout the country to enable youth in rural areas to contribute to entrepreneurship policy-related development and such consultations to occur in rural areas. Increasing rural youth participation in entrepreneurship, policy processes can cause youth-friendly entrepreneurship policies and can also incentivise the youth to remain in this sector. Evidence exists that greater youth engagement in the policy formulation processes leads to improved policy outcomes (Ginwright & James 2003; Joselowsky 2007; Zeldin, Christens & Power 2013).

Other respondents also recommended for the increase of the budget of the Government MYNSSC responsible for youth matters to enable regional youth officers to undertake rural youth programmes such as entrepreneurship. The study established that the National Youth Policy has expired. Respondents claimed that the ministry responsible lacked funds to revisit the National Youth Policy, but respondents suggested a quick revision of this policy and in doing so, extending the invitation to rural youth.

Respondents also called for engaging other stakeholders dealing with entrepreneurship such as the Ministry of Industrialisation, Trade and Small Medium Enterprises Development and the private sector in promoting rural youth entrepreneurship.

Respondents also suggested for the restructuring of constituency offices to include a youth entrepreneurship coordinator on the structure, who will oversee youth-related entrepreneurship activities at a constituency level. Other functions could also include mobilise rural youth to participate in entrepreneurship.

Some respondents also submitted that formalising informal businesses into formal businesses and exempt youth from paying taxes to enable them to grow. Introducing entrepreneurship training programmes at all vocational training centres and tailor-made for rural youth was also submitted.

5.6.5.3. Suggestions from constituency offices in addressing rural youth poverty alleviation

During focus group discussions with constituency offices, groups were requested the possibilities that they consider will alleviate poverty amongst rural youth. The groups suggested a revision of the funding scheme by the regional council to prioritise rural youth needs such as establishing specific funds for rural youth projects aimed at creating income and employment creation. It was also submitted that the regional council through constituencies should conduct youth meetings in rural areas to determine their needs and prospects of rural young individuals. The groups also called for the mobilisation of local institutions such as conservancies, parks, to develop budgets, plans for the youth, and strengthen the implementation and facilitation thereof. The regional council should liaise with the MYNSSC on budget allocation for youth programmes at the constituency level. Regional council to fast track facilitating constituency development fund (groups indicated that constituencies rely on a regional council budget) and this according to groups, have delayed facilitating most projects in rural areas. Groups also recommended for the appointment of the youth in leadership positions such as councilors to endeavour to facilitate youth

programmes in rural areas. Groups also called for establishing youth constituency development committees that will coordinate youth development programmes in constituencies.

5.7. CONCLUSION

The chapter presented the study findings. The study investigated rural youth poverty alleviation in the Zambezi Region, problems and possibilities by analysing agricultural and non-agricultural livelihood activities where rural youth participate and assessed their implications concerning rural youth livelihood and poverty alleviation. As presented in this chapter, agricultural and non-agricultural activities contributed to the rural youth livelihood and poverty alleviation. Despite these contributions, most rural youth members do not have access to livelihood assets that could contribute positively to poverty alleviation. Other challenges include exclusion in policy deliberations, limited access to information in agriculture and non-agricultural livelihood activities, limited access to markets, training, and financial support. The chapter further presents suggestions as proposed by respondents that would lead to the achievement of rural youth poverty alleviation in agriculture and non-agricultural activities. The next chapter presents the summary, conclusion, and recommendations of the study.

CHAPTER 6

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter provides the summary, conclusion, and recommendations, based on the study findings. It provides a summary of the text, followed by identifying major findings. The study's recommendations are based on the findings.

6.2 SUMMARY OF THE FINDINGS

The study analysed rural youth poverty alleviation in the Zambezi Region, determining how rural youth agricultural and non-agricultural livelihood activities improved their livelihood and alleviated poverty. The DFID (2000) Sustainable Livelihoods Framework was adopted to unravel rural youth agricultural and non-agricultural livelihood activities, whilst evaluating their implications on rural youth poverty alleviation. The framework serves as a development tool for development work, focussing on understanding, analysing, and characterising the lives of individuals, particularly the disadvantaged. It remains critical in areas of improving the lives of individuals in rural settings. The study held a sample size of 223, including focus group discussions, employing a mixed-methods approach to arrive at the results. Respondents comprised rural youth, participating in agricultural and non-agricultural livelihood activities and projects, youth officers, regional youth forum, agricultural extension officers, fisheries and forestry technicians, officers of the Agricultural Bank, Zambezi Communal Land Board, conservancy and forestry committees, constituency offices and traditional authorities, including selected youth development, agriculture, and non-agricultural activities' policy-makers.

Based on the findings, it is evident that in agriculture and non-agricultural livelihood programmes, inadequate rural youth needs are addressed, since no livelihood analysis was conducted to identify

rural youth's needs and livelihood challenges. This was revealed during interviews, focus group discussions, and data obtained from questionnaires. The study contends that Government ministries and other organisations responsible for addressing rural poverty, failed, to conduct, livelihood analysis of rural youth engaged in agricultural and non-agricultural livelihood activities to ascertain the needs and challenges of the youth in these activities.

The study identified rural youth participation in agricultural and non-agricultural activities in the Zambezi Region. The reasons for participation were attributable to unemployment opportunities in rural areas, poverty, exclusion, and a lack of support, enabling them to explore livelihood opportunities, such as income generation, meeting livelihood needs. Adopting the SLF assisted the researcher to understand the vulnerability of rural youth in agricultural and non-agricultural livelihood activities. The study established that rural youth in livelihood activities are exposed to numerous factors affecting their livelihood, discussed in Chapter 5 of the research findings. As a case in point; deficient rainfall, pests and diseases, drought, lack of access to storage facilities, conflict amongst family members, fluctuations of prices, flood, an increase of wildlife population, higher transport charges and seasonal employment opportunities, seasonality of wild fruits and medicinal plants, fear of wild animals in conservation areas, fire and depletion of fish stocks. Rural youths cannot efficiently affect the vulnerability context. In this manner, rural youth vulnerability often relegates. The research argues that the main problem concerning responsible institutions in the region is to avoid exploring the vulnerability context of rural youth in agricultural and non-agricultural activities.

The study also employed the SLF to examine the livelihood assets that rural youth members in the Zambezi Region have access to, influencing their agricultural and non-agricultural livelihood activities, discussed in Chapter 5. The study analysed five livelihood assets, defined by the framework, social, human, financial, natural, and physical capitals. The study established that most rural youth depends on their families and friends for livelihood support. As a case in point, family members form groups, establishing gardening projects, avail land for agriculture, transfer

livelihood knowledge and skills, collect wild fruits, support each other financially, and access families and friends' knowledge of livelihood assets. These were identified to contribute to positive livelihood outcomes and poverty alleviation of rural youth in agricultural and non-agricultural activities.

Concerning natural capital such as wildlife and forestry resources, it was established that rural youth lacks direct access, though conservancies, community forests, and traditional authorities. These institutions including the Ministry of Agriculture, Water, and Forestry, as presented in Chapter 5, establish procedures for access. However, these institutions have done little in engaging rural youth in deliberations regarding harvesting these resources. During focus group discussions with the conservancy and forest committees, it was revealed that they negotiate with the general community members; they have nothing specific for rural young individuals. Consequently, most young individuals feel excluded from deliberations regarding these activities. The research contends that the failure of the conservancy, community forest committees, and the MAWF in involving rural young individuals in conservancy and forestry activities necessitated, exclude the rural youth in reaping benefits from these activities. As a case in point; excluding the rural youth from the priority lists of beneficiaries. The study finds that if these institutions were sincere in addressing rural youth poverty through forestry and wildlife conservation, the essential principles of the SLA could apply, such as recognising that rural young individuals' participation in forestry and wildlife development processes is important and required at the centre of developing these livelihood activities.

Though the study identified certain rural youth, serving in various capacities in their communities, such as village representatives, village development committees, and constituency development, livelihood challenges of rural youth have not been discussed during any of these committees. No attempt was endeavoured to discuss rural young individuals' livelihood problems encountered. These factors were revealed during focus group discussions with forestry, conservancy, and

constituency offices, discussed in Chapter 5 (research findings). This failure eliminates rural young individual's livelihood problems as a priority in these committees.

The study also established that most rural youths were excluded from agriculture and non-agricultural livelihood training activities. As a case in point, in forestry, training was established to be limited to forestry committees, whilst in wildlife, training was specifically met for those employed by conservancies (only young individuals serving on these committees were trained). In entrepreneurship, business management training was restricted to young individuals, registered with the Ministry of Youth, National Services, Sports and Culture. Whereas, in fisheries, training focussed on members of fishery projects. Most rural youth members have not been trained in agricultural and non-agricultural livelihood activities. No attempt was endeavoured to investigate the possibilities of integrating and recognising rural youth training in agricultural and non-agricultural development.

The study also discovered that though inadequate programmes were established, targeting the youth, such as the Namibia Youth Credit Scheme and Credit for Youth in Business, these programmes were not followed as required. Most beneficiaries lacked continuous support to progress in their livelihood activities. As presented in the research findings (Chapter 5), numerous beneficiaries complained of a lack of follow up, monitoring, and evaluation. Also, both programmes as presented in data analysis in Chapter 5, did not consider other rural youth livelihood activities such as forestry, fishery, wildlife, and agriculture in their repayment procedures. This was established during interviews with rural youth that they cannot afford loan repayment as required by NYCS, attributable to the nature of businesses in rural areas.

During the focus group discussion with officers at Agricultural bank, it was also revealed that they lack financial support, tailor-made for the youth in rural areas, participating in agricultural activities. They argued that the bank is a profit-making organisation, thus, rural young individuals do not qualify for financial support as they cannot afford to pay back loans. The bank lacks

financial assistance for rural youth in agriculture. No attempt was made to investigate the possibilities of establishing rural youth financial assistance in agriculture. Agriculture needs finance for planting, harvesting, and purchasing seed and other agricultural equipment. The study contends that a lack of rural youth access to agricultural finance, affects their agricultural livelihood activities, contributing to rural youth poverty. Rural youth in non-agricultural livelihood activities revealed similar findings. Policy-makers maintain that no financial assistance for rural young individuals is available for these activities, except for technical assistance offered, not specifically to the youth but community projects. No effort was endeavoured to investigate the potential of introducing financial schemes for rural youth participation in non-agricultural activities (forestry, fisheries, and wildlife). Such schemes could enable rural youth to establish viable projects, responding to rural youth poverty alleviation in these sectors.

As presented in Chapter 5, results obtained from interviews, indicate that most rural youth participating in agriculture and non-agricultural activities have limited access to physical assets. Most Government ministries and other institutions, responsible for agricultural and non-agricultural activities, are situated in constituency administrative centres, whereas rural youth reside in remote areas, lack access to information, disabling them to access services offered, such as agricultural extension and additional opportunities. Data obtained from agricultural extension officers, forestry and fisheries technicians, youth officers' questionnaires, and focus group discussions with fishery and forestry committees shows that no attempt was made, though, allowing rural youth access to agricultural and non-agricultural livelihood information and services. Platforms for information-sharing, such as workshops and seminars are normally held, comprising youth in urban areas; those in rural areas are in most cases excluded from these deliberations. Concerning infrastructure, devices, and equipment employed to increase agricultural and non-agricultural productivity, it was observed to be limited to young individuals. These individuals served on committees and reside close to administrative centres, such as forestry, fishery, and agriculture offices. No attempt was endeavoured to avail physical capital access for rural youth in remote areas.

Regarding institutions, policies, and processes, the study established the existence of institutions responsible for creating and enforcing legislation, whilst providing the requirements for acquiring capitalising upon assets in agriculture and non-agricultural activities. These were identified to include the MAWF, Ministry of Fisheries and Marine Resources, MYNSSC, Agricultural Bank, Zambezi regional Council, conservancy, and forestry committees. Rural youth could often not be linked to livelihood assets and other programmes. As a case in point, the MAWF indicated that they do not negotiate with the youth, but they focus on rural farmers, dominated by elders. MFMR also narrated that they negotiate with the general community members, similar to constituencies, conservancy, and community forests. Their programmes and policies address the general community members. The study submits that Government ministries and other institutions responsible for poverty alleviation in rural areas in the Zambezi Region did not acknowledge the necessary rural youth agricultural and non-agricultural livelihood activities for poverty alleviation, causing rural youth to relapse in poverty situations. No attempt was endeavoured to enable rural youth specifically, to participate in agricultural and non-agricultural policy processes, aiming to incorporate their views and concerns. The study identified the main challenge as the failure of institutions responsible for agricultural and non-agricultural activities to invite rural youth to platforms about policy development.

Policies and programmes established to alleviate rural poverty were not followed accurately. As a case in point: Fishery programmes and projects, wildlife conservation, agriculture, entrepreneurship, and forestry programmes. The study established that most policies regard the rural population as a homogenous group, needing universal interventions. This opinion is also emphasised in the literature in Chapter 2 and 5 (Research findings), indicating that policy-makers rely heavily on common knowledge to address the livelihood needs of rural young individuals. The study, submit that the poverty alleviation policies on agricultural and non-agricultural do not specifically acknowledge the rural youth poverty alleviation.

Findings in Chapter 5 indicate that Government training institutions, which facilitate vocational education training programmes in agriculture, exist. The impingement of these initiatives on rural youth livelihoods and poverty alleviation was minimal as interventions are not taking a holistic approach as the youth are still dwelling in poverty, depending on subsistence farming. Limited positions are available at these institutions, considering urban and rural youth. The MAWF did not endeavour any attempt to sensitise rural youth in remote areas. Such endeavours could investigate possibilities of conducting training programmes in rural areas, providing the youth. Geographic isolation can be combined with social and cultural norms to constrain rural youths' educational attainment, such as, if youth in rural areas requires to pursue studies at these agricultural vocational training centres, they often need to relocate because of fewer local educational opportunities in rural areas. Strong preferences to stay near family and supportive ties exemplifying it as stressful for several rural youths to relocate. This situation has limited opportunities for rural youth to training programmes since they cannot relocate because they desire to preserve these connections and backing from their households.

In analysing the livelihood strategies of rural youth of agricultural and non-agricultural livelihood activities, it became evident from interviews that certain rural youth diversified their livelihood strategies to address poverty. The greater the diversity of livelihood strategies, the higher the resilience of vulnerability context. Rural youth were discovered to participate in agricultural and non-agricultural activities.

Concerning livelihood outcomes, agricultural and non-agricultural livelihood activity outputs, have positive implications on rural youth poverty alleviations. As a case in point; income generation, employment creation, food security, social networks, acquiring and access to livelihood assets, environmental sustainability, and capacity development.

6.3 CONCLUSION

Considering the aforementioned discussions, the study demonstrates that successful agricultural and non-agricultural programmes need to take rural youth sincerely to influence rural youth poverty alleviation. Agricultural and non-agricultural legislation and policies need to allow participation of rural youth and the general community members. Institutions tasked to facilitate agricultural and non-agricultural activities in rural areas, such as the MAWF, MFMR, MYNSSC, Agricultural bank, conservancies, community forests, and the regional council, need to devise mechanisms, compelling officials and other extension officers to ensure executing the policies, engaging rural youth. A need exists for the Namibian Government to reaffirm commitments it has made in various poverty alleviation policies and programmes mentioned in this study, to commission proper participatory research, providing rural youth data. For the Zambezi Region, the concerns on rural youth exclusion from primary beneficiaries of conservancies and community forests need to be reviewed. This may be observed as one of the mechanisms, addressing rural youth poverty through project establishments, whilst simultaneously contributing to wildlife and forestry sustainability.

6.4 RECOMMENDATIONS AND FUTURE RESEARCH

Although agricultural and non-agricultural livelihood activities were perceived to contribute to rural youth poverty alleviation in the Zambezi Region, the study findings raised significant recommendations for improving rural youth agricultural and non-agricultural livelihood activities that will contribute to rural youth poverty alleviation in the Zambezi Region and Namibia.

These recommendations emanated from the findings, discussions, and implications of the results of this study. The first section suggests recommendations for agriculture, forestry, fishery, wildlife, entrepreneurship, and policy-makers on improving the planning and delivery of these livelihood activities to rural youth. The last section suggests recommendations for further research possibilities to improve the findings of this study.

6.4.1 Agriculture activities

The MAWF in collaboration with the MYNSSC, NYC, and the National Youth Service, should consider establishing a National Rural Youth Agricultural Association, with the following responsibilities:

- Formulation and review of rural youth agriculture and to advise the Government accordingly.
- Developing mechanisms for policy facilitation.
- Monitoring and evaluation of policy facilitation.
- Facilitating and encouraging networking and coordinating at all levels, including Government ministries and stakeholders involved in rural youth agricultural activities. This could address the issue of a lack of coordination of activities and agricultural funding experienced in rural youth agricultural activities. It would also enable the Government to realise its convictions (National Development Plans) that rural youth poverty alleviation is worth a priority for the country to achieve Vision 2030.
- Facilitate collaboration and articulation between rural youth in agriculture and farmers' associations/cooperatives.

The MAWF should extend agricultural extension services to rural youth in agricultural activities, providing technical information and training on the best management practices for planting, harvesting, and crop storage, to facilitate adopting new management practices and to encourage rural youth agricultural learning. Strengthening extension services were indicated to be effective at convincing farmers to change farming practices in response to vulnerability context. The study indicates that only 10% of the respondents in agricultural livelihood activities, have access to technical support in agriculture and were established to be residing close to agricultural administrative centres.

The MAWF should conduct awareness campaigns in remote rural areas, targeting the youth with existing training opportunities and other services that the youth can access. This can be conducted through youth meetings, hosted in rural areas such as at community halls, churches, traditional authorities, and school halls. The study identified that respondents have limited access to agricultural information.

As presented in the study findings in Chapter 5 on agricultural vocational training centres, it is recommended that such training opportunities should be replicated in the 14 regions in the country to enable most rural youth access to training. Whilst in regions, such training should be extended to rural areas where the youth resides such as at constituency offices where they can attend training. Most importantly is to translate training materials into local vernacular languages; this can be achieved through linkages with higher education institutions, such as universities. The content of the training should be tailor-made to rural youth livelihood activities.

The MAWF, Agricultural Bank, National Youth Service, NYC, and the MYNSSC should endeavour to establish and facilitate a rural youth agricultural scheme, providing loans to rural youth participating in agricultural activities. The study established that no specific agricultural scheme provides credit to rural youth participating in agriculture. The study findings indicate that rural youth, mostly depend on informal support from parents and other family members.

The MAWF through the Directorate of Agricultural Extension, constituency offices, and the MYNSSC should establish agricultural, rural youth groups in constituencies with the responsibility to mobilise and coordinate rural youth agricultural activities in their respective constituencies. This includes creating platforms, such as conferences, meetings of national and regional agricultural associations, and cooperatives, sharing agricultural information and experiences with rural youth agricultural groups.

Agricultural cooperatives and associations should become youth-sensitive, particularly in their representation and governance. Youth sections should be created in these cooperatives and

associations. The study established that despite representation in constituency development and village development committees, rural youth are under-represented in agricultural cooperatives and associations. Agricultural cooperatives and associations are crucial to agricultural development. They can increase rural youth participation in markets and ensure the realisation of the economic benefits associated with market participation, such as access, affordability to inputs, finance, knowledge exchange, access to Non-Governmental Organisations, marketing and bargaining power. For youth in agricultural activities, inclusion in agricultural cooperatives and associations can be an approach to commercialise rural youth agricultural activities, whilst providing an expanded learning space for rural youth. Rural youth's membership can also be beneficial for cooperatives and associations. By ensuring the generational renewal of memberships, with greater capacity for innovation and entrepreneurship, rural youth could be crucial to the longevity and sustainability of cooperatives and associations. They are often more inclined to work with innovative technologies and have higher levels of education than senior farmers. The study established that 76.7% of the respondents in agricultural activities hold a secondary level of education.

The MAWF, MYNSSC, NYC, NYS, and other stakeholders should endeavour to establish and introducing rural youth grants to assist them to sustain their agricultural livelihood activities, including providing agricultural vocational education training graduates with equipment, supplies, and other farming devices and technical assistance to increase agricultural production.

The MAWF in collaboration with the MYNSSC should develop specific tailor-made agricultural programmes, such as the green schemes, targeting young individuals in rural areas. The study established that no specific agricultural programme targets rural youth, assisting in creating opportunities, and alleviating poverty.

The MAWF and the MYNSSC should provide a comprehensive approach to agricultural training. Young entrants into the agricultural sector often require combining technical and soft skills. The

unique needs of rural youth can be addressed through an integrated approach, placing high-quality small business and life skills training alongside relevant technical training. Life skills development is crucial in assisting rural youth to improve their competencies, such as self-confidence, creative thinking, risk-taking, and decision-making, in consort with skills, such as project and money management, enabling them to reconsider entrepreneurship and agriculture as viable, personally meaningful, income-generating options.

The SLA recognises that underprivileged individuals are important in development processes and need to be placed at the centre of development, participation in decision-making processes, and collaboration between development partners and communities. This is because individuals know what challenges are and what they want to achieve compared to the outsiders, thus it is important to listen to their priorities than anticipating their concerns and solutions. The study recommends that to alleviate poverty amongst rural youth in agricultural activities, creating platforms for rural youth to contribute to agricultural development policies remains critical. Consultations between the MAWF and rural youth in agricultural policy development should be undertaken to allow rural young individuals to register their observations to address their concerns.

The study further recommends the inclusion of rural youth in market research and product development of agricultural financial institutions such as the agricultural bank of Namibia. In such a way that rural youth are not just as subjects, but ideally participating in the design of the market research plan and devices, data collection, and the analysis of the results. This can be achieved through focus group discussions with rural young individuals in agriculture. These groups should be segregated according to specific characteristics such as gender, educational level, marital status, and professional situation or socioeconomic status to ensure the details of each group can emerge. Organising homogeneous groups for focus group discussions, more details of the wants and needs, behaviours, and attitudes of a particular sub-segment can be understood, which can then later be used to develop products that can consider the specifics of each of the sub-segments.

The study also recommends that rural youth should be included in land deliberations and land policy-making processes. A participatory approach should be employed where rural young individuals should be engaged to express their observations, share decision-making, and influence the service delivery, ensuring provision reflects their interests and needs. Specific rural youth meetings can be conducted on land issues by the Ministry of Lands and Resettlement and traditional authorities.

The study presented that the Communal Land Reform Act 2002, on the compositions of communal land boards, appointed by the Minister, does not mention the youth. This implies that the youth are not represented in establishing the aforementioned boards. The study recommends that traditional authorities, Regional Land Boards in collaboration with the Ministry of Lands and Resettlement should propose amendments in the Communal Land Reform Act 2002 to enable youth representation on the composition of appointing boards. Such provision should consider youth participating in agricultural activities.

The research findings in Chapter 5 indicate that traditional authorities are crucial in the allocating communal land. The study recommends that traditional authorities should have a fundamental function in mobilising rural communities in identifying and availing land for youth agricultural projects, addressing exacerbating rural youth unemployment and poverty.

6.4.2 Non-agricultural activities (forestry)

The study established that most rural youths expressed that they are often omitted in the deliberations of forestry-related policies. The study, recommends that the Directorate of Forestry should endeavour to establish platforms where rural young individuals can share their observations and concerns to be integrated into forestry policy development processes. This can be achieved through meetings with rural youth participating in forestry activities in rural areas.

The Directorate of Forestry in collaboration with the MYNSSC should endeavour integrate rural youth forestry activities into national forestry programmes. This will ensure that rural youth enjoys equal benefits with other beneficiaries in forestry activities. The study established that the Directorate of Forestry does not cooperate with rural young individuals, apart from situations involving community forests. The study recommends developing specific forestry programmes, directed at meeting the needs of rural youth. As advocated by the SLA, improving the lives of people, mainstreaming of those excluded from development discourses is essential in development. Integrating rural youth forestry activities into national forestry programmes is essential.

The Directorate of Forestry in conjunction with community forests should investigate possibilities for rural youth to benefit from community forests, such as to avail funds necessary for establishing forestry youth projects, such as orchards, nurseries, charcoal and timber industries, to enable rural youth to generate an income, essentially for poverty alleviation.

The Directorate of Forestry in collaboration with community forests should extend forestry training to non-community forest members, suitable for rural youth. The study established that most rural youths are non-members of community forests; thus, they were excluded from forestry training opportunities. This initiative will not only benefit rural youth but also fulfill mandates of the Directorate of Forestry for sustainable use of forestry resources. Such training should be conducted in rural areas, targeting the youth.

6.4.3 Fishery activities

The Ministry of Fisheries and Marine Resources in collaboration with the MYNSSC should conduct information-sharing sessions on fishery programmes and projects in rural areas. These should focus on the youth, such as holding rural youth meetings and discussions in rural areas. The study established that all the respondents in fishery livelihood activities have limited access to fishery-related information (Chapter 5). Rural youth participating in fishery activities need

information on fish farming technology, construction, management, breeds, spawning, processing, storage, marketing, pond construction, management, fish processing, value addition, and storage. This information on fish farming techniques, when acquired and effectively utilised by rural youth, will assist to increase the culture of fish production, translating into a higher income that would improve the living standard in rural areas, whilst extending the nation's economy.

The MFMR, in collaboration with the MYNSSC, should establish a funding scheme for rural youth participating in fishery activities, such as establishing fish farms, ponds, and additional fishery equipment. The MFMR, in collaboration with the MYNSSC, should monitor the progress of these projects and evaluation to ascertain their activities in the livelihood and poverty alleviation of rural youth. All respondents have limited access to financial support in the fishery and depend on their families. It is thus important for the ministry responsible for fishery activities in cooperation with the ministry responsible for youth matters to investigate possibilities of introducing a funding scheme aimed at alleviating poverty through fishery-related projects to ease pressure on inland fishery. Whilst the traditional authorities should endeavour to avail land for rural youth fishery projects.

The MFMR should endeavour increasing rural youth participation in fishery policy deliberation, such as wider consultations with rural youth through youth meetings, community meetings, panel discussions, presentations, and integrating their observations and skills development into fishery development policies and strategies. This will assist them to apprehend challenges and opportunities that may occur in rural youth fishery activities. These lessons will also benefit the youth share in decision-making with the non-youth.

The MFMR should conduct a rural youth training needs assessment to determine fishery-related training divergences', to identify and develop tailor-made training for rural youth in fishery activities. The training should cover participatory project planning and facilitation, resources, management, small-scale businesses, literacy, and advocacy, assisting rural youth developing

strong partnerships with national authorities, Non-Governmental Organisations, financial institutions, and additional development partners. The study also recommends that the MFMR with the assistance of the MYNSSC, the traditional authorities, and fishery committees, should establish rural youth groups, participating in fishery activities in each constituency. Specific information regarding youth in fisheries should be communicated through these groups. These groups should collaborate with local traditional authorities and fisheries committees. To sustain fisheries resources, rural youth needs to be sensitised on responsible fishing, particularly through the MFMR's code of conduct for responsible fisheries, the national fishery policy, and the national fisheries legislature.

Relevant authorities, such as the MFMR and local traditional authorities should investigate the possibilities of constructing storage facilities, equipped with cooling systems to keep fish stocks. Also traditional authorities should ensure that fishery committees should represent rural youth in fishery activities. It should be compulsory for all fishery committees to have a youth presentation on their structures, ensuring their observations and concerns are captured.

6.4.4 Wildlife activities

Wildlife conservancies should investigate the possibilities for integrating rural youth livelihood activities into conservancy programmes and projects, such as planning and budgeting processes. Conservancies should allow rural youth to submit sustainable project proposals at conservancy offices for possible funding, such as fish farms, environmental and gardening to enable rural youth to generate income, whilst creating employment opportunities for unemployed youth.

Community conservancies should establish rural youth groups in areas covered by the conservancy. The functions of these groups will be to coordinate rural youth activities in the conservancy, such as information-sharing, assist in distributing wildlife resources such as meat. This also includes ensuring rural youth benefits from conservancies' settlements.

Conservancies should identify rural youth members for possible training in areas of trophy hunting. This should enable local conservancy members to earn an income, which can be utilised for youth development projects. Conservancies should appoint a youth coordinator at each conservancy office, facilitating youth activities in wildlife conservancies, such as spearheading educational campaigns, youth wildlife workshops, conferences, and meetings. These should be hosted in rural areas in local schools, community halls, and churches. Conservancies should ensure the representation of young individuals on the management structure of the conservancy.

Conservancies should avail more scholarships for rural youth, desiring to pursue further studies in areas of community development, travel tourism, and community-based natural resources. Conservancies can also approach local higher education institutions, such as universities to develop short courses in areas of wildlife conservation and community development, community, and youth project management.

6.4.5 Entrepreneurship (businesses)

The MYNSSC should revise the Namibia Youth Credit Scheme Programme to accommodate businesses established in rural areas. The study revealed that the NYCS, a microfinance credit scheme, applies to urban and rural youth, implying that the funding requirements are similar regardless of the type of business, leading to defaulting the majority of the rural youth.

The MYNSC (through the NYCS), should extend business management training to rural youth, such as hosting a training in rural areas to provide for most rural youth, certain centres in rural areas can be reserved for training purposes. The training contents should be tailor-made to rural youth and approaches should be participatory. Not all rural youth can read and write, it is recommended that alternative arrangements should be made for rural youth with literacy and numeracy difficulties; the manuals should be translated into local vernacular languages.

The MYNSSC should conduct monitoring and evaluation of rural youth in entrepreneurship to determine the impact of entrepreneurship in the lives of rural youth and poverty alleviation.

Regional councillors need to engage regional youth officers and youth forum members in developing youth entrepreneurship in constituencies, such as businesses to effect policy changes to engage rural youth in entrepreneurship activities. They also need to conduct meetings with regional youth officers on the progress and challenges encountered in facilitating youth entrepreneurship.

Planning and formulating youth policies, whilst excluding rural youth from these deliberations will not be achievable. The study recommends that rural youth consultations should be conducted throughout the country. This will enable youth in rural areas to contribute to national entrepreneurship policies. Such consultations should occur in rural areas to accommodate youth in remote areas.

The study recommends the increase of a budget of the MYNSSC, responsible for youth matters, to enable undertaking rural youth programmes such as entrepreneurship. Another proposed arrangement is to investigate possibilities for transport coordination amongst Government ministries, enabling ministerial staff to visit rural areas.

The study established that the National Youth Policy has expired. The study suggests a quick revision of this policy, extending the invitation to rural youth. The study also requests engaging stakeholders dealing with entrepreneurship, such as the Ministry of Industrialisation, Trade and Small Medium Enterprises Development, and business community, promoting rural youth entrepreneurship. This includes sanctifying informal businesses into formal businesses and exempt rural youth from paying taxes, enabling growth.

6.4.6 Constituency offices

- Constituency offices should mobilise local institutions such as conservancies, local, national parks, traditional authorities, developing budget plans for the youth, and strengthen its facilitation.
- Constituency offices should consult with the MYNSSC on budget allocation for youth programmes at the constituency level.
- Constituency offices should investigate the possibilities for facilitating constituency funds. A component should be apportioned to the youth in the constituency.
- Establish youth constituency development committees, coordinating youth development programmes at the constituency level.
- Restructuring constituency offices to include a youth coordinator on the structure, overseeing youth-related livelihood activities at a constituency level. Other functions could also include mobilising, registering, and monitoring rural youth participating in agricultural and non-agricultural livelihood activities. This would include reporting to the constituency councilor on progress and challenges experienced by rural youth in agricultural and non-agricultural activities.

6.4.7 Expanded research

As aforementioned, the results of the study cannot be generalised but indicate trends concerning rural youth agricultural and non-agricultural livelihood activities and poverty alleviation. A need exists to expand the research area to other contexts to reach an objective understanding of the research area.

The study was conducted in rural villages in six constituencies (Katima Rural, Kabbe North, Linyanti, Kongola, Judea Lyamboloma, and Sibbida) in the Zambezi Region. It can be replicated by similar research designs in other constituencies of the Zambezi Region where comparable rural

youth agricultural and non-agricultural livelihood activities necessary for poverty alleviation exist. Such studies would confirm the research findings.

An important aspect of livelihood-coping strategies during disaster risks, such as drought and flood, discovered to be affecting the livelihood and poverty alleviation of rural youth in the Zambezi Region, was not assessed in this study. A demand exists to understand specific and efficient strategies for risk and coping strategies. Further research studies can attempt to find comprehensive and exhaustive answers on relative concerns.

As the study show, the implementation of universal youth entrepreneurship programmes for both urban and rural, further research studies would be needed to explore the possibilities of developing and implementing a specific rural youth fund that will consider rural livelihoods. The study also discovered that there are two entrepreneurship programmes, namely; Namibia Youth Credit Scheme and Credit for Youth in Business, further research studies can be conducted to ascertain these programmes in the lives of the rural youth.

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ANNEXURE A: INTERVIEW SCHEDULE FOR RURAL YOUTH IN AGRICULTURE

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, challenges, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this interview schedule.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this interview schedule.
- Please answer all questions to the best of your ability and do not discuss this interview schedule with other youth members. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the agricultural livelihood activity you are engaged in. In these questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. Gender

Male	1
Female	2

2. Indicate your marital status

Single	1
Married	2
Divorced	3
Widowed	4

3. Indicate your age range

18-20	1
21-25	2
26-35	3

4. What is your level of education?

Non-formal education	1
Secondary school	2

Primary school	3
University/College	4
Undergraduate	5
Postgraduate	6
Other, specify such as Vocational training	7

5. What is your occupation?

Employed	1
Unemployed	2
Other Specify	3

SECTION B: LIVELIHOOD ACTIVITY (AGRICULTURE)

In this section, we require information concerning agricultural livelihood activities you participate in.

1. Can you tell me the agriculture livelihood activities you participate in?
2. How did you get involved in agriculture? Were you influenced by your parents or your own choice?
3. How long have you participated in agriculture? If this is not your first year, how did this year compare to other years?
4. Thinking back, what were your expectations coming into agriculture activity? Were your expectations met, or are they currently being met? If not, why not?
5. Is agriculture livelihood activity a positive experience, a negative experience, or a little of both? Explain

SECTION C: VULNERABILITY CONTEXT AND LIVELIHOOD ASSETS (AGRICULTURE)

In this section, we require the vulnerability context and assets that you have access to in pursuing your livelihood strategy (agriculture).

VULNERABILITY CONTEXT

- 1) What vulnerability context do you experience in agriculture?
- 2) What are the coping strategies/ interventions to prevent the vulnerability context?

SOCIAL CAPITAL

1. Are you a member of any youth group that engages in agricultural activities, explain?
2. What other community agricultural groups/networks/formal organisations are you part of such as farmers' association, agricultural co-operative, etc.?
3. Who are the individuals whom you depend on for agricultural support? And how?

FINANCIAL CAPITAL

- 1) What financial capital do you have access to in agriculture activities such as agricultural loans, youth funds for youth in agriculture, explain your answer?
- 2) Do you have savings for agriculture? Yes:1 ☐ No:2 ☐ explain your answer

PHYSICAL CAPITAL

- 1) What agricultural equipment (s) do you have access to in agriculture such as tractor etc.?
- 2) What kind of information communication technologies do you have access to that influence your agricultural livelihood activities?

- 3) Do you have access to the market facility? Yes:1 ☐ : No:2☐ if your answer is yes, explain how this is accessed.

HUMAN CAPITAL

- 1) Did you receive training in agriculture Yes:1 ☐ No:2 ☐ if the answer is yes, what kind of training did you receive and who provided the training?
- 2) How would you rate the agricultural training you received?

Inadequate	1
Uncertain	2
Adequate	3

NATURAL CAPITAL

- 1) Do you have access to agricultural land? Yes: 1☐ No:2☐ if your answer is yes, explain how you acquired the land?
- 2) If your answer is no, explain why you do not have access to agricultural land.
- 3) Are you involved in decision-making and participating in planning on issues concerning agricultural land in your area? Yes:1☐ No:2☐, explain your answer.

SECTION D: POLICIES, STRUCTURES, AND PROCESSES IN AGRICULTURE

In this section, we require the policies, structures, and processes that exist in agricultural activities.

- 1) What institutions provide agricultural services and support to rural individuals in the Zambezi Region?
- 2) How do the institutions involve young individuals (under the age of 35) in decisions that impact agricultural activities in your area, explain?
- 3) Are you aware of any Government directive/policies that promote youth participation in agriculture? Yes:1 ☐ No:2 ☐ explain your answer.

SECTION E: IMPLICATIONS OF AGRICULTURE ON RURAL YOUTH POVERTY ALLEVIATION

In this section, we require the implications of agriculture on poverty alleviation.

1. Do you think agricultural activities have adequately addressed rural youth poverty?
Yes:1 ☐ No:2 ☐ provide reasons for your answer.

SECTION F: PROBLEMS IMPEDING EFFECTIVE RURAL YOUTH POVERTY ALLEVIATION

In this section, you are kindly required to provide any information on the practical problems impeding effective rural youth poverty alleviation in your area.

1. How severe are the following challenges to rural youth poverty alleviation in agriculture:
(Cycle one number only for each item)?

PROBLEMS	Very serious	Serious	Not serious
1. Limited access to financial support	1	2	3
2. Limited access to education	1	2	3
3. Limited access to Information and Communication Technologies	1	2	3
4. Limited access to land	1	2	3
5. Limited access to markets	1	2	3
6. Lack of participation in policy deliberations	1	2	3

2. Apart from the problems mentioned in 1, what other issues do you think are problems to rural youth poverty alleviation in agriculture?

SECTION G: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY

1. What do you think should be conducted to address rural youth poverty in agriculture?
2. Give additional comments/opinions on rural youth poverty in agriculture in the Zambezi Region.

ANNEXURE B: INTERVIEW SCHEDULE FOR RURAL YOUTH IN FORESTRY ACTIVITIES

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this interview schedule.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this interview schedule.
- Please answer all questions to the best of your ability and do not discuss this interview schedule with other youth members. Your individual opinion is valued.

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Male	1
Female	2

2) Indicate your marital status

Single	1
Married	2
Divorced	3
Widowed	4

3) Indicate your age range

18-20	1
21-25	2
26-35	3

4) What is your level of education?

Non-formal education	1
Secondary school	2
Primary school	3
University/College	4
Undergraduate	5
Postgraduate	6

Other Specify.....Such as Vocational training	7
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5) What is your occupation?

Employed	1
Unemployed	2
Other Specify	3

SECTION B: LIVELIHOOD ACTIVITY (FORESTRY)

In this section, we require information on forestry livelihood activities you participate in.

1. Can you tell me the forestry livelihood activities you participate in?
2. How did you get involved in forestry? Were you influenced by your parents or your own choice?
3. How long have you participated in forestry? If this is not your first year, how did this year compare to other years?
4. Thinking back, what were your expectations coming into forestry activity? Were your expectations met, or are they currently being met? If not, why not?
5. Is forestry livelihood activity a positive experience, a negative experience, or a little of both? Explain.

SECTION C: VULNERABILITY CONTEXT AND LIVELIHOOD ASSETS (FORESTRY)

In this section, we require the assets that you have access to that influence your livelihood activity (forestry).

VULNERABILITY CONTEXT

1. What vulnerability context do you experience in forestry?
2. What are the coping strategies/ interventions to prevent the vulnerability context?

SOCIAL CAPITAL

1. Are you a member of any youth group that engages in forestry activities, explain?
2. What other community forestry groups/networks/formal organisations are you part of such as community forest, etc.?
3. Who are the individuals whom you depend on for forestry support?

FINANCIAL CAPITAL

1. What financial capital do you have access to in forestry activities such as youth funds for youth in forestry or loans, explain your answer?
2. Do you have savings for forestry? Yes:1 ☐ No:2 ☐ explain your answer.

NATURAL CAPITAL

1. What forest goods and services do you have access to such as firewood?
2. Explain the processes for accessing forest goods and services in your area.

PHYSICAL CAPITAL

1. What forestry equipment (s) do you have access to such as saw, transport, etc.?
2. What kind of information communication technologies do you have access to that influence your forestry livelihood activities?
3. Do you have access to the market facility? Yes:1 ☐ No:2 ☐ if your answer is yes, explain how this is accessed.

HUMAN CAPITAL

1. Did you receive training in forestry Yes:1 ☐ No:2 ☐ if the answer is yes, what kind of training did you receive and who provided the training?
2. How would you rate the forestry training you received?

Inadequate	1
Uncertain	2
Adequate	3

SECTION D: POLICIES, STRUCTURES, AND PROCESSES IN FORESTRY

In this section, we require the policies, structures, and processes that exist in forestry activities.

- 1) What institutions provide forestry services and support to rural individuals in the Zambezi Region?
- 2) How do the institutions involve young individuals (under the age of 35) in decisions that impact forestry activities in your area, explain?
- 3) Are you aware of any Government directive/policies that promote youth participation in forestry? Yes:1 ☐ No:2 ☐ explain your answer.

SECTION E: IMPLICATIONS OF FORESTRY ON RURAL YOUTH POVERTY ALLEVIATION

In this section, we require the implications of forestry activities on poverty alleviation.

- 1) Do you think forestry activities have adequately addressed rural youth poverty Yes:1 ☐
No:2 ☐ provide reasons for your answer?

SECTION F: PROBLEMS IMPEDING EFFECTIVE RURAL YOUTH POVERTY ALLEVIATION IN FORESTRY ACTIVITIES

In this section, you are kindly required to provide any information on the practical problems impeding effective rural youth poverty alleviation in forestry activities in your area.

1. How severe are the following problems to rural youth poverty alleviation in forestry activities: (*Cycle one number only for each item*)?

PROBLEMS	Very serious	Serious	Not serious
1. Limited access to financial support	1	2	3
2. Limited access to education	1	2	3
3. Limited access to information	1	2	3
4. Limited access to land	1	2	3
5. Limited access to markets	1	2	3
6. Low participation in policy deliberations	1	2	3

- 2) Apart from the problems mentioned in 1, what other issues do you think are problems to rural youth poverty alleviation in forestry activities?

SECTION G: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY

1. What do you think should be conducted to address rural youth poverty in forestry activities?
2. Give additional comments/opinions on rural youth poverty in forestry in the Zambezi Region.

ANNEXURE C: INTERVIEW SCHEDULE FOR RURAL YOUTH IN FISHERIES ACTIVITIES

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this interview schedule.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this interview schedule.
- Please answer all questions to the best of your ability and do not discuss this interview with other youth members. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the fisheries livelihood activities you are engaged in. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1) Gender

Yes	1
No	2

2) Indicate your marital status

Married	1
Divorced	2
Widowed	3
Single	4

1. Indicate your age range

18-20	1
21-25	2
26-35	3

2. What is your level of education?

Non-formal education	1
Secondary school	2
Primary school	3
University/College	4

Undergraduate	5
Postgraduate	6
Other Specify.....Such as Vocational Training	7

3) What is your occupation?

Employed	1
Unemployed	2
Other Specify	3

SECTION B: LIVELIHOOD (FISHERIES)

In this section, we require information on fisheries livelihood activities you participate in.

- 1). Can you tell me the fisheries livelihood activities you participate in?
- 2). How did you get involved in fisheries? Were you influenced by your parents or your own choice?
- 3). How long have you participated in fisheries? If this is not your first year, how did this year compare to other years?
- 4). Thinking back, what were your expectations coming into fisheries activity? Were your expectations met, or are they currently being met? If not, why not?
- 5). Is fisheries livelihood activity a positive experience, a negative experience, or a little of both? Explain.

SECTION C: VULNERABILITY CONTEXT AND LIVELIHOOD ASSETS (FISHERIES)

In this section, we require the vulnerability context your fisheries activities are exposed to and assets that you have access to that influence your livelihood activity (fisheries).

VULNERABILITY CONTEXT

- 1). What vulnerability context do you experience in fisheries?
- 2). What are the coping strategies/ interventions to prevent the vulnerability context?

SOCIAL CAPITAL

- 1). Are you a member of any youth group that engages in fisheries activities, explain?
- 2). What fisheries groups/networks/formal organisations are you part of such as fisheries committees, projects, etc.?
- 3). Who are the individuals whom you depend on for fishery support?

FINANCIAL CAPITAL

- 1). What financial capital do you have access to in fishery activities such as youth funds for youth in fisheries or loans, explain your answer?
- 2). Do you have savings for fisheries? Yes:1 ☐ No:2 ☐ explain your answer

NATURAL CAPITAL

- 1) Do you have access to fish stock Yes: 1 ☐ :2 ☐ ?
- 2) Explain the processes for accessing fish stock in your area

HUMAN CAPITAL

- 1). Did you receive training in fishery Yes:1 ☐ No:2 ☐ if the answer is yes, what kind of training did you receive and who provided the training?
- 2). How would you rate the fishery training you received?

Inadequate	1
Uncertain	2
Adequate	3

PHYSICAL CAPITAL

1. What fisheries equipment's do you have access to? Such as fishing net (s), canoe, boat?
2. What kind of information communication technologies do you have access to that influence your fishery livelihood activities?
3. Do you have access to the market facility? Yes:1 ☐ No:2 ☐ if your answer is yes, explain how this is accessed.

SECTION D: POLICIES, STRUCTURES, AND PROCESSES IN FISHERIES

In this section, we require the structures and processes that exist in fisheries activities.

- 1) Which institutions provide fishery services and support to rural individuals in the Zambezi Region?
- 2) How do the institutions involve young individuals (under the age of 35) in decisions that impact fishery activities in your area, explain?
- 3) Are you aware of any Government directive/policies that promote youth participation in fisheries? Yes:1 ☐ No:2 ☐ explain your answer.

SECTION E: IMPLICATIONS OF FISHERIES ON RURAL YOUTH POVERTY ALLEVIATION

In this section, we require the implications of fisheries activities on poverty alleviation.

1. Do you think fisheries have adequately addressed rural youth poverty?

Yes:1 ☐ No:1 ☐ provide reasons for your answer.

SECTION F: PROBLEMS IMPEDING EFFECTIVE RURAL YOUTH POVERTY ALLEVIATION IN FISHERIES ACTIVITIES

In this section, you are kindly required to provide any information on the practical problems impeding effective rural youth poverty alleviation in fishery activities in your area.

1. How severe are the following problems to rural youth poverty alleviation in fishery activities: *(Cycle one number only for each item)?*

PROBLEMS	Very serious	Serious	Not serious
2. Limited access to financial support	1	2	3
3. Limited access to education	1	2	3
4. Limited access to information	1	2	3
5. Limited access to land	1	2	3
6. Limited access to markets	1	2	3
7. Low participation in policy deliberations	1	2	3

2. Apart from the problems mentioned in 1, what other issues do you think are problems to rural youth poverty alleviation in fisheries activities?

SECTION G: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY IN FISHERIES ACTIVITIES

1. What do you think should be conducted to address rural youth poverty in fisheries activities?
2. Any additional comments/opinions on rural youth poverty in fisheries activities in the Zambezi Region.

APPENDIX D: INTERVIEW SCHEDULE FOR RURAL YOUTH IN WILDLIFE (CONSERVANCY) ACTIVITIES

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with other youth members. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the wildlife livelihood activities you are engaged in. In these questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. Gender

Male	1
Female	2

2. Indicate your marital status

Single	1
Married	2
Divorced	3
Widowed	4

3. Indicate your age range

18-20	1
21-25	2
26-35	3

4. What is your level of education?

Non-formal education	1
Secondary school	2
Primary school	3
University/College	4
Undergraduate	5
Postgraduate	6
Other Specify.....Such as Vocational training	7

5. What is your occupation?

Employed	1
Unemployed	2
Other Specify	3

SECTION B: LIVELIHOOD (WILDLIFE)

In this section, we require information about wildlife livelihood activities you participate in.

1. Can you tell me the wildlife livelihood activities you participate in?
2. How did you get involved in wildlife? Were you influenced by your parents or your own choice?
3. How long have you participated in wildlife? If this is not your first year, how did this year compare to other years?
4. Thinking back, what were your expectations coming into wildlife activity? Were your expectations met, or are they currently being met? If not, why?
5. Is wildlife livelihood activity a positive experience, a negative experience, or a little of both? Explain.

SECTION C: LIVELIHOOD ASSETS (WILDLIFE)

In this section, we require the assets that you have access to that influence your livelihood activity (wildlife). Choose one of the following by cycling the correct answer.

SOCIAL CAPITAL

1. What wildlife groups/networks/formal organisations are you part of such as the Conservancy Committee, Village Representative, etc.?
2. How do these groups/networks influence your wildlife livelihood activities?

NATURAL CAPITAL

- 1) What wildlife resources do you have access to, such as meat, etc.?

PHYSICAL CAPITAL

- 1). What physical capital do you have access to in the wildlife such as transport, conservancy office, etc.?
- 2) How does physical capital in wildlife activities influence your livelihood?

FINANCIAL CAPITAL

- 1) What financial capital do you have access to in wildlife activities such as savings, credit, loan?

HUMAN CAPITAL

1. Did you receive training in wildlife?
Yes:1 ☐ No:2 ☐
2. If the answer is yes to number 1, state what kind of training you received?
3. How would you rate the wildlife training you received?

Inadequate	1
Uncertain	2
Adequate	3

SECTION D: POLICIES, STRUCTURES, AND PROCESSES IN WILDLIFE

In this section, we require the structures and processes that exist in wildlife activities.

- 1) What nature of support do you derive from the conservancy office as far as wildlife activities are concerned in this area?

- 2) Does the conservancy office involve young individuals (under the age of 35) in decisions that impact wildlife activities, explain?
- 3) Are you aware of any Government directive/policy that promotes youth participation in wildlife?
Yes:1 ☐ No:2 ☐ explain your answer.

SECTION E: IMPLICATIONS OF WILDLIFE ON RURAL YOUTH POVERTY ALLEVIATION

In this section, we require the implications of wildlife (conservancy) activities on poverty alleviation.

1. Do you think wildlife (conservancy) activities have adequately addressed rural youth poverty? Yes:1 ☐ No:2 ☐ provide reasons for your answer.

SECTION F: PROBLEMS IMPEDING EFFECTIVE RURAL YOUTH POVERTY ALLEVIATION IN ACTIVITIES

In this section, you are kindly required to provide any information on the practical problems impeding effective rural youth poverty alleviation in wildlife (conservancy) activities in your area.

1. How severe are the following problems to rural youth poverty alleviation in wildlife (conservancy) activities: *(Cycle one number only for each item)*

PROBLEMS	Very serious	Serious	Not serious
7. Limited access to financial support	1	2	3
8. Limited access to education	1	2	3
9. Limited access to information	1	2	3
10. Limited access to land	1	2	3
11. Limited access to markets	1	2	3
12. Low participation in policy deliberations	1	2	3

2. Apart from the problems mentioned in 1, what other issues do you think are problems to rural youth poverty alleviation in wildlife activities?

SECTION G: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY IN WILDLIFE ACTIVITIES

1. What do you think should be conducted to address rural youth poverty in wildlife (conservancy) activities?
2. Any additional comments/opinions on rural youth poverty in wildlife (conservancy) activities in the Zambezi Region.

APPENDIX E: INTERVIEW SCHEDULE FOR RURAL YOUTH IN ENTREPRENEURSHIP (SMALL BUSINESSES)

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague or other youth members. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information yourself and the entrepreneurship (business) livelihood activities you are engaged in. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. Gender

Male	1
Female	2

2. Indicate your marital status

Single	1
Married	2
Divorced	3
Widowed	4

3. Indicate your age range

18-20	1
21-25	2
26-35	3

4. What is your level of education?

Non-formal education	1
Secondary school	2
Primary school	3
University/College	4
Undergraduate	5
Postgraduate	6
Other Specify such as Vocational Training	7

5. What is your occupation

Employed	1
Unemployed	2
Other Specify	3

SECTION B: LIVELIHOOD (ENTREPRENEURSHIP) SMALL BUSINESSES

In this section, we require information about entrepreneurship (small businesses) livelihood activities you participate in.

1. Can you tell me your business (enterprise)?

2. How did you get involved in the business? Were you influenced by your parents or your own choice?

3. How long have you owned this business? If this is not your first year, how did this year compare to other years?

4. Thinking back, what were your expectations when you established the business? Were your expectations met, or are they currently being met? If not, why not?
5. Is the business a positive experience, a negative experience, or a little of both? Explain.

SECTION C: VULNERABILITY CONTEXT AND LIVELIHOOD ASSETS (ENTREPRENEURSHIP)

In this section, we require the vulnerability context and assets that you have access to in pursuing the livelihood strategy (entrepreneurship).

VULNERABILITY CONTEXT

1. What vulnerability context do you experience in entrepreneurship?
2. What are the coping strategies/ interventions to prevent the vulnerability context?

SOCIAL CAPITAL

1. Are you a member of any youth group that engages in entrepreneurship, explain?
2. What other community entrepreneurship groups/networks/formal organisations are you part of such as business association?
3. Who are the individuals whom you depend on for business entrepreneurship support?

FINANCIAL CAPITAL

1. What financial capital do you have access to in agriculture activities such as business loans, youth funds for youth in entrepreneurship, explain your answer?

2. Do you have savings for your business? Yes:1 ☐ No:2 ☐

3. If your answer is yes to number 2, from which institution did you access the loan?

PHYSICAL CAPITAL

1. What kind of information communication technologies do you have access to that influence your entrepreneurship livelihood activities?

2. Do you have access to the market facility? Yes:1 ☐ No:2 ☐ if your answer is yes, explain how this is accessed.

3. What physical capital to you have access to that influences your livelihood such as financial institutions, buildings, transport, etc.

HUMAN CAPITAL

1. Did you receive training in entrepreneurship/ business management?

Yes:1 ☐ No:2 ☐

2. If the answer is yes to number 1, what kind of training did you receive?

3. How would you rate the training you received?

Inadequate	1
Uncertain	2
Adequate	3

SECTION D: POLICIES, STRUCTURES AND PROCESSES IN ENTREPRENEURSHIP (BUSINESSES)

In this section, we require the structures and processes that exist in entrepreneurship activities.

1. What nature of support do you derive from the Ministry of Youth, National Services, Sports and Culture, the National Youth Council and business community/ association as far as businesses are concerned in this area?
2. Do the MYNSSC, NYC, and business community/ association involve young individuals (under the age of 35) in decisions that impact entrepreneurship?
3. Are you aware of any Government directive/policy that promotes youth participation in entrepreneurship? Yes:1 ☐ No:2 ☐
4. If yes, which ones are you aware of?
5. Do these policies influence youth participation in entrepreneurship/ business activities? Yes:1 ☐ No:2 ☐ explain your answer.

SECTION E: IMPLICATIONS OF ENTREPRENEURSHIP ON RURAL YOUTH POVERTY ALLEVIATION

In this section, we require the implications of entrepreneurship (business) activities on poverty alleviation.

1. Do you think entrepreneurship (business) activities have adequately addressed rural youth poverty? Yes:1 ☐ No:2 ☐ provide reasons for your answer.

SECTION F: PROBLEMS IMPEDING EFFECTIVE RURAL YOUTH POVERTY ALLEVIATION IN ENTREPRENEURSHIP ACTIVITIES

In this section, you are kindly required to provide any information on the practical problems impeding effective rural youth poverty alleviation in entrepreneurship (business) activities in your area.

1. How severe are the following problems to rural youth poverty alleviation in entrepreneurship activities: *(Cycle one number only for each item)*?

PROBLEMS	Very serious	Serious	Not serious
1. Limited access to financial support	1	2	3
2. Limited access to education	1	2	3
3. Limited access to information	1	2	3
4. Limited access to land	1	2	3
5. Limited access to markets	1	2	3
6. Low participation in policy deliberations	1	2	3

2. Apart from the problems mentioned in 1, what other issues do you think are problems to rural youth poverty alleviation in entrepreneurship activities?

SECTION G: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY IN ENTREPRENEURSHIP ACTIVITIES

1. What do you think should be conducted to address rural youth poverty in entrepreneurship (business) activities?
2. Any additional comments/opinions on rural youth poverty in entrepreneurship (business) activities in the Zambezi Region.

ANNEXURE F: YOUTH OFFERS/ YOUTH FORUM QUESTIONNAIRE

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the agricultural and non-agricultural livelihood activities where rural youth in the Zambezi Region are engaged. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. In which of the following Constituencies is your office situated?

Judea Lyaboloma	1
Kabbe North	2
Kabbe South	3
Katima Mulilo Rural	4
Katima Mulilo Urban	5
Kongola	6
Linyanti	7
Sibbinda	8

2. Which of the below-mentioned post description applies to you (please cycle only one)?

Rural Youth Officer	1
Regional Youth Officer	2
Environmental Youth Officer	3
Training and employment Youth Officer	4
Senior Youth Officer	5
Other, specify.....	6

3. Gender

Male	1
Female	2

4. In which of the following age groups does your age belong

Less than 20	1
21-30	2
31-40	3
41-50	4
51-60	5

5. Indicate your marital status

Single	1
Married	2
Divorced	3
Windowed	4

6. Please indicate your highest level of academic and professional qualification you have achieved (please circle one only)

Degree including youth work experience	1
Diploma including further training in youth development	2
Certificate including further training in youth development	3

Grade 12 including further training in youth development	4
Grade 10 including further training as a Youth Officer	5
Other Specify.....	6

7. How many years in youth development do you have?

1-5 years	1
6-9 years	2
More than 10 years	3
Other Specify.....	4

SECTION B: LIVELIHOOD ASSETS, POLICIES, STRUCTURES AND PROCESSES IN YOUTH LIVELIHOOD ACTIVITIES

1) What nature of support does your office provide to rural youth livelihood, concerning livelihood assets?

Human Capital (such as skills, knowledge)

Physical Capital (such as infrastructure, devices, and equipment)
Natural Capital (land, water)
Financial Capital (savings, credit)
Social Capital (networks for co-operation, mutual trust)

- 2) How does your office involve young individuals (under the age of 35) in decisions that impact their livelihood activities (agriculture, forestry, wildlife, fisheries, and entrepreneurship)?
- 3) What policies exist in your institution that supports rural youth participation in agriculture, forestry, wildlife, fisheries, and entrepreneurship livelihood activities?
- 4) How do you rate the effectiveness of the mentioned policies in facilitating youth participation in agriculture, forestry, wildlife, fisheries, and entrepreneurship livelihood activities? Explain your answer.

Very effective	1
Effective	2
Less effective	3
Not effective at all	4

SECTION D: PROBLEMS IMPEDING EFFECTIVE RURAL YOUTH POVERTY ALLEVIATION

In this section, you are kindly required to provide any information on the practical problems impeding effective rural youth poverty alleviation in agricultural and non-agricultural activities in the Zambezi Region.

1. What do you think are the problems impeding rural youth poverty alleviation?

SECTION E: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY

1. What do you think should be conducted to address rural youth poverty in the Zambezi Region?
2. Any additional comments/opinions on rural youth poverty in the Zambezi Region

ANNEXURE G: QUESTIONNAIRE FOR AGRICULTURAL EXTENSION OFFICERS, FORESTRY AND FISHERIES TECHNICIANS

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the agricultural/ fisheries/forestry livelihood activities where rural youth in the Zambezi Region are engaged. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. Gender

Male	1
Female	2

2. In which of the following age groups does your age belong

Less than 20	1
21-30	2
31-40	3
41-50	4
51-60	5

3. Indicate your marital status

Single	1
Married	2
Divorced	3
Windowed	4

4. Please indicate your highest level of academic and professional qualification you have achieved (please circle one only)

Degree including experience in agriculture/forestry/fisheries	1
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Diploma including further training in agriculture/forestry/fisheries	2
Certificate including further training in agriculture/forestry/fisheries	3
Grade 12 including further training in agriculture/forestry/fisheries	4
Grade 10 including further training as an agricultural/ forestry/fisheries technician	5
Other Specify.....	6

5. How many years in agriculture/forestry/fisheries do you have?

1-5 years	1
6-9 years	2
More than 10 years	3
Other Specify.....	4

SECTION B: LIVELIHOOD ASSETS, POLICIES, STRUCTURES AND PROCESSES IN YOUTH LIVELIHOOD ACTIVITIES

1. What nature of support does your office provide to rural youth participating in agriculture/forestry/fisheries, explain?

Human Capital (such as skills, knowledge)	
Physical Capital (such as infrastructure, devices, and equipment)	

Natural Capital (land, water, forest)	
Financial Capital (savings, credit)	
Social Capital (networks for co-operation, mutual trust)	

SECTION C: PROBLEMS ENCOUNTERED INVOLVING YOUTH IN AGRICULTURE/FORESTRY AND FISHERIES

In this section, you are kindly required to provide any information on the practical problems that you are facing in involving rural youth in agriculture, forestry, and fisheries.

1. What problems are you facing in involving rural youth in agriculture, forestry, and fisheries activities, explain your answer?

SECTION D: THE POSSIBILITIES FOR ADDRESSING RURAL YOUTH POVERTY

1. What do you think are the possibilities for engaging rural youth in agriculture, forestry, and fisheries? Explain your answer.
2. Any other comment.

ANNEXURE H: POLICY MARKERS' QUESTIONNAIRE AGRICULTURE

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the agricultural and non-agricultural livelihood activities where rural youth are engaged. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. In which of the following age groups does your age belong

Less than 20	1
21-30	2
31-40	3
41-50	4
51-60	5

2. Gender

Male	1
------	---

Female	2
--------	---

3. Please indicate your highest level of academic and professional qualification you have achieved (please circle one only)

Degree	1
Diploma	2
Certificate	3
Grade 12	4
Grade 10	5
Other Specify.....	5

4. How many years of experience do you have?

1-4 years	1
5-10 years	2
More than 10 years	3
Other Specify.....	4

5. Which of the below-mentioned post description applies to you?

Permanent Secretary	1
Deputy Secretary	2
Director	3
Deputy Director	4

Chief	5
Other Specify.....	6

SECTION B: RURAL YOUTH POVERTY ALLEVIATION

In this section, we require your observations regarding rural youth poverty alleviation in Namibia.

1. What agricultural programmes/ projects exist in your ministry that targets rural youth in Namibia?
2. Do you think the agricultural poverty alleviation programmes in Namibia have adequately addressed poverty amongst rural youth in Namibia? Yes:1 ☐ No:2 ☐ provide reasons for your answer.
3. What agricultural policies promote rural youth participation in agriculture in Namibia?
4. Do you think national poverty policies in agriculture in Namibia were effectively facilitated? Yes:1 ☐ No:2 ☐
 - 4.1.If your answer is “Yes”, in what ways have these policies been effectively facilitated?
 - 4.2.If your answer is “No” what exactly should be improved in these policies?
5. In your views, what do you think are the recommendations to effect policy changes to engage rural youth in agriculture?

ANNEXURE I: POLICY MARKERS' QUESTIONNAIRE FORESTRY

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the forestry livelihood activities where rural youth are engaged. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. In which of the following age groups does your age belong?

Less than 20	1
21-30	2
31-40	3
41-50	4
51-60	5

2. Gender

Male	1
------	---

Female	2
--------	---

3. Please indicate your highest level of academic and professional qualification you have achieved (please circle one only)

Degree	1
Diploma	2
Certificate	3
Grade 12	4
Grade 10	5
Other Specify.....	5

4. How many years of experience do you have?

1-4 years	1
5-10 years	2
More than 10 years	3
Other Specify.....	4

5. Which of the below-mentioned post description applies to you?

Permanent Secretary	1
Deputy Secretary	2
Director	3
Deputy Director	4

Chief	5
Other Specify.....	6

SECTION B: RURAL YOUTH POVERTY ALLEVIATION

In this section, we require your observations regarding rural youth poverty alleviation in Namibia.

1. What forestry programmes/ projects exists in your ministry that targets rural youth in Namibia?
2. Do you think the forestry poverty alleviation programmes in Namibia have adequately addressed poverty amongst rural youth in Namibia? Yes:1 ☐ No:2 ☐ provide reasons for your answer.
3. What policies promote rural youth participation in forestry in Namibia?
4. Do you think national forestry poverty policies in Namibia were effectively facilitated?
Yes:1 ☐ No:2 ☐
 - 4.1.If your answer is “Yes”, in what ways have these policies been effectively facilitated?
 - 4.2.If your answer is “No” what exactly should be improved in these policies?
5. In your views, what do you think are the recommendations to effect policy changes to engage rural youth in forestry?

ANNEXURE J: POLICY MARKERS' QUESTIONNAIRE FISHERIES

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, problems, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the fisheries livelihood activities where rural youth are engaged. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. In which of the following age groups does your age belong

Less than 20	1
21-30	2
31-40	3
41-50	4
51-60	5

2. Gender

Male	1
------	---

Female	2
--------	---

3. Please indicate your highest level of academic and professional qualification you have achieved (please circle one only)

Degree	1
Diploma	2
Certificate	3
Grade 12	4
Grade 10	5
Other Specify.....	5

4. How many years of experience do you have in fisheries?

1-4 years	1
5-10 years	2
More than 10 years	3
Other Specify.....	4

5. Which of the below-mentioned post description applies to you?

Permanent Secretary	1
Deputy Secretary	2
Director	3
Deputy Director	4

Chief	5
Other Specify.....	6

SECTION B: RURAL YOUTH POVERTY ALLEVIATION

In this section, we require your observations regarding fishery-related policies and programmes for rural youth in fishery activities in Namibia.

1. What fisheries programmes/ projects exist in your ministry that targets rural youth in Namibia?
2. Do you think the fishery poverty alleviation programmes in Namibia have adequately addressed poverty amongst rural youth in Namibia? Yes:1 ☐ No:2 ☐ provide reasons for your answer
3. What policies promote rural youth participation in fisheries in Namibia?
4. Do you think national poverty policies in fisheries in Namibia were effectively facilitated concerning rural youth poverty? Yes:1 ☐ No:2 ☐
5. If your answer is “Yes”, in what ways have these policies been effectively facilitated?
6. If your answer is “No” what exactly should be improved in these policies?
7. In your views, what do you think are the recommendations to effect policy changes to engage rural youth in fishery activities?

ANNEXURE K: POLICY MARKERS' QUESTIONNAIRE

ENTERPRENEURSHIP

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this questionnaire.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to write your name on this questionnaire.
- Please answer all questions to the best of your ability and do not discuss this questionnaire with a colleague. Your individual opinion is valued.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

In this section, we require certain information about yourself and the agricultural and non-agricultural livelihood activities where rural youth in the Zambezi Region are engaged. In the following questions, please circle the appropriate box or write an answer in the space provided where applicable.

1. Which of the following age groups do you belong to?

Less than 20	1
21-30	2
31-40	3
41-50	4
51-60	5

2. Gender

Male	1
Female	2

3. Please indicate your highest level of academic and professional qualification you have achieved (please circle one only)

Degree	1
Diploma	2
Certificate	3
Grade 12	4
Grade 10	5

Other Specify.....	5
--------------------	---

4. How many years of experience do you have in youth entrepreneurship?

1-4 years	1
5-10 years	2
More than 10 years	3
Other Specify.....	4

5. Which of the below-mentioned post description applies to you?

Permanent Secretary	1
Deputy Secretary	2
Director	3
Deputy Director	4
Chief	5
Other Specify.....	6

SECTION B: RURAL YOUTH POVERTY ALLEVIATION

In this section, we require your observations regarding policies and programmes that target rural youth poverty alleviation in Namibia.

1. What programmes/ projects exist in your ministry that targets rural youth in entrepreneurship in Namibia?
2. Do you think entrepreneurship programmes in Namibia have adequately addressed poverty amongst rural youth in Namibia? Yes:1 ☐ No:2 ☐ provide reasons for your answer.
3. What policies promote rural youth participation in entrepreneurship in Namibia?

4. Do you think national entrepreneurship policies in Namibia were effectively facilitated?

Yes:1 ☐ No:2 ☐

4.1.If your answer is “Yes”, in what ways have these policies been effectively facilitated?

4.2.If your answer is “No” what exactly should be improved in these policies?

5. What are the other challenges encountered by your institution in engaging rural youth in entrepreneurship?
6. In your views, what do you think are the recommendations to effect policy changes to engage rural youth in entrepreneurship?

ANNEXURE L: FOCUS GROUP DISCUSSIONS FOR CONSERVANCY COMMITTEES/COMMUNITY FORESTRY/ FISHERIES COMMITTEES

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, challenges, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this discussion.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, information shared will not be discussed outside the focus group.
- Please answer all questions to the best of your ability and do not discuss with other conservancies/community forests/fishery committees. Your group opinion is valued.

QUESTIONS

1. What activities of the conservancy/forestry/fisheries are youth participating?
2. What implications do these activities have on rural youth poverty?
3. What nature of support do you provide to rural youth, concerning livelihood assets, human, physical, financial, natural and social capital, explain?
4. What policies or arrangements are in place in your institution that promotes rural youth participation in forestry/wildlife conservancy/fisheries such as youth meetings/groups, representation in decision-making?

5. How effective are these institutional policies in promoting youth participation in wildlife/fisheries and forestry, explain your answer?
6. What are the challenges encountered by the community forest/wildlife conservancies/fisheries committees involving the youth?
7. What are the possibilities for engaging rural youth in wildlife/ forestry and fisheries livelihood activities?
8. Any other comments?

ANNEXURE M: FOCUS GROUP DISCUSSIONS FOR CONSTITUENCY COUNCILLORS AND SUPPORT STAFF

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region, challenges, and possibilities. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this discussion.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, information shared will not be discussed outside the focus group.
- Please answer all questions to the best of your ability and do not discuss these questions with other respondents. Your group opinion is valued.

QUESTIONS

1. What are the livelihood activities of rural youth in this constituency?
2. What nature of support do you provide to rural youth, concerning livelihood activities they participate in?
 - 2.1.Human Capital (quality of knowledge, skills)
 - 2.2.Natural Capital (land, water, forest, wildlife)
 - 2.3.Financial Capital (savings, credit)
 - 2.4.Physical Capital (infrastructure, devices, equipment)

2.5.Social Capital (networking for co-operation, mutual trust)

3. Which policies in your institution promote rural youth participation in their livelihood activities?
4. Explain how young individuals (under the age of 35) are involved in decisions that impact their livelihood activities.
5. What are the challenges of involving rural youth in agriculture/ forestry/fisheries/ wildlife and land?
6. What can be conducted to engage rural youth in agriculture/ forestry/fisheries/ wildlife, land?
7. Any other comments?

ANNEXURE N: FOCUS GROUP DISCUSSIONS FOR TRADITIONAL AUTHORITIES

Introduction

Thank you for your willingness to take part in this research. The main aim of this research is to analyse rural youth poverty alleviation in the Zambezi Region. I wish to assure you that you will remain anonymous and no record of your responses will be kept for any purpose other than research.

Instructions:

- There are neither right nor wrong answers to questions contained in this discussion.
- Please feel free to respond to questions as frankly as possible.
- To ensure the confidentiality of your responses, you are not required to provide your name.
- Please answer all questions to the best of your ability and do not discuss these questions with other respondents. Your group opinion is valued.

QUESTIONS

1. What processes and structures exist in the Traditional Authority for one to access land?
2. In the case of rural youth, what are the requirements for accessing land through the Traditional Authority explain?
3. How does rural youth feature in these structures (such as representation)
4. Do you involve rural young individuals (under the age of 35) in decisions that impact customary land ownership and registration, explain?
5. How are equal opportunities accorded to rural youth in the decision-making cornering land?
6. Concerning inheritance, what are the procedures for rural youth to inherit the land?
7. Have procedures equally applied to rural young females concerning inheritance, explain?

8. How does lack of access to land contribute to rural poverty amongst the youth?
9. What are the challenges of involving rural youth in land deliberations?
10. What are the possibilities for engaging rural youth in land issues?
11. Any other comments?

ANNEXURE O: FOCUS GROUP DISCUSSION FOR STAFF AT AGRICULTURAL BANK IN ZAMBEZI REGION

Questions

1. Has your organisation been able to provide rural youth with credit or loans, explain?
2. How much in credit or loan has your organisation been able to provide rural youth beneficiaries?
3. Have the credit or loan facilities for your organisation been adequate for rural youth?
4. How often does your organisation require youth beneficiaries to repay their credit or loans and how much?
 - a) Monthly repayment amount (in N\$
 - b) Quarterly repayment amount (in N\$)
 - c) Annual repayment amount (in N\$)
5. What kind of training was provided to rural young males and females in the Zambezi Region?
6. How successful was the training programme?
7. What kind of social capital exists in your institution for rural youth such as youth schemes, rural youth groups, farmers' associations for rural youth?
8. What physical capital exists in your institution for rural youth such as infrastructure, transport, devices, and equipment?
9. What policies exist in your institution that supports rural youth participation in agricultural financial support?
10. How effective are these institutional policies in promoting rural youth participation in agriculture?
11. What are the challenges of providing credit or loans to rural young males and females in rural areas?
12. What are the possibilities for addressing the challenges mention in 11?

ANNEXURE P: LETTER OF INTRODUCTION FROM UNISA

To whom it may concern




Re: Letter of introduction: Field work for a Doctoral degree project

This serves to confirm that Mr Nico Liswani Sisinyize (student no: 4500-406-4) is a Doctoral student under my supervision in the Department of Development Studies, University of South Africa. He intends to conduct fieldwork in the Zambezi region for his study project titled: "Rural youth poverty alleviation in the Zambezi Region, problems and possibilities". We kindly request your cooperation and participation in the study.

Any queries regarding the study can be made to Dr MJ Rakolojane at 012- 429 6721 or rakolmj@unisa.ac.za

Yours sincerely


Dr MJ Rakolojane (Supervisor)



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

ANNEXURE Q: LETTER FROM MINISTRY OF LAND REFORM



REPUBLIC OF NAMIBIA
MINISTRY OF LAND REFORM

Tel: (061) 296 5156
Fax: (067) 296 5119
Enquires: Ms. N. Nghituwamata

55 Robert Mugabe Avenue
Private Bag 13343
Windhoek

Mr. Nico L. Sisinyize
Student: University of South Africa
P. O. Box 26239
Windhoek

**SUBJECT: PERMISSION TO CARRYOUT PH.D RESEARCH IN THE MINISTRY OF
LAND REFORM OFFICE IN THE ZAMBEZI REGION**

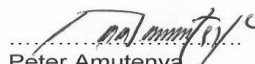
Your letter dated 18 January 2018 whereby you requested a permission to do research is hereby acknowledged.

Kindly be herewith informed that the Ministry of Land Reform do not have any objection to carry out your intended research. However, you are only permitted to collect the data through interviewing the members of the Zambezi Communal land board and on condition that you share your result with the ministry.

We hope you will find the above in order. For any additional information in this regard, do not hesitate to contact Mr. Charles Musiyalike, the Zambezi Regional Deputy Director, at **081 2076832 / 0811661557**.

Please Mr. Sisinyize accept assurance of my highest esteem and consideration.

Yours Sincerely,


Peter Amutenya
PERMANENT SECRETARY



All official correspondence must be addressed to the Permanent Secretary

ANNEXURE R: LETTER FROM THE NATIONAL YOUTH COUNCIL



NATIONAL YOUTH COUNCIL OF NAMIBIA (NYC)

Telephone: +264 - 61 - 248218/9 Facsimile: +264 - 61 - 248322 Postal Address: P. O. Box 60956, Katutura, Namibia
Website: <http://www.nyc.org.na> E-mail: info@nyc.org.na Physical Address: 36 Pasteur Street, Windhoek West

OFFICE OF THE EXECUTIVE CHAIRPERSON

14th of November, 2017.

Mr. Nico Liswani Sisinyize (Student number 4599-406-4)

University of South Africa

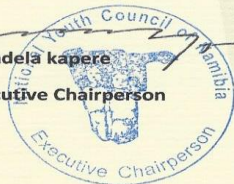
Subject: Request to conduct interviews.

1. I have received, reviewed and positively considered your request to me, to conduct key informant interviews with staff and officials of the NYC throughout Namibia.
2. It is my view that your Study entitled **"Rural Youth Poverty alleviation in the Zambezi Region: problems and possibilities"** will contribute positively towards filling the huge intellectual dearth that exist in understanding youth development perspectives in Namibia.

I wish you all the best in this endeavor.

Regards,

Mandela Kapere
Executive Chairperson



ANNEXURE S: LETTER FROM AGRIBANK



13 December 2017

TO WHOM IT MAY CONCERN

RESEARCH PROJECT: NICO LISWANI SISINYIZE

I am pleased to inform you that permission has been granted for Mr Nico Liswani Sisinyize to conduct field work in the Zambezi Region through Agribank Regional branch for his study project titled: "Rural youth poverty alleviation in the Zambezi Region, problems and possibilities".

Please liaise with Mr Bennick Kamwi, Agribank Regional Branch Manager to provide such information as requested at +264 66-252060/2

Yours Sincerely


Regan Mwazi
GM: Corporate Services

ANNEXURE T: LETTER FROM THE GOVERNOR'S OFFICE



Republic of Namibia

MINISTRY OF URBAN & RURAL DEVELOPMENT
OFFICE OF THE GOVERNOR
ZAMBEZI REGION

Tel: (066) 262400/01
Fax: (066) 252858

Private Bag 2592
Katima Mulilo

Enquiries: Mr. R.M. Maloboka

Our Ref:
Your Ref:

Date: Jan 24, 2018

Mr. Nico L. Sisinyize
PHD Candidate
University of South Africa

Dear Mr. Sisinyize

RE: PERMISSION TO CARRY OUT PHD RESEARCH IN TRADITIONAL
AUTHORITIES IN THE ZAMBEZI REGION

I hereby acknowledge receipt of the letter with above captioned subject.

Let me congratulate you on your studies and I wish to encourage you to continue studying as this is the key that opens many doors to prosperity.

I have no objection on your request to collect data from the three Traditional Authorities mentioned in your letter provided these authorities are informed in time. But before you carry out your studies a letter of introduction from the University of South Africa will be needed which acknowledges that you are indeed a registered student and authorized to carry out such a study.

Accept, Mr. Sisinyize, the assurance of my highest consideration.

Hon. Colonel (Rtd) L. A. Sampofu
GOVERNOR: ZAMBEZI REGION



All correspondence must be addressed to the Hon. Governor

ANNEXURE U: LETTER FROM ZAMBEZI REGIONAL COUNCIL



REPUBLIC OF NAMIBIA ZAMBEZI REGIONAL COUNCIL



Tel: +264 66-26 1700
Fax: +264 66-25 2650

Ngoma Road
Govt. Building

Private Bag 5002
Katima Mulilo

Enquiries: MS. Regina Ndopu-Lubinda

Our Ref:
Your Ref:

Date:

14/02/2018

P.O Box 26239
Windhoek
Namibia

Dear Mr. Nico L Sisinyize

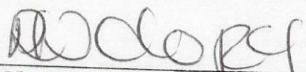
**SUBJECT: PERMISSION TO CARRYOUT PH.D. RESEARCH IN CONSTITUENCY
OFFICES IN THE ZAMBEZI REGION.**

I refer to your letter dated 18 January 2018 regarding the above mentioned subject matter.

Kindly be informed that permission is granted on condition that the Research paper will be provided to Zambezi Regional Council prior to publication.

I hope you will find the above to be in order.

Yours sincerely,


MS. REGINA NDOPU-LUBINDA
CHIEF REGIONAL OFFICER



All official correspondence must be addressed to the Chief Regional Officer

ANNEXURE V: LETTER FROM MINISTRY OF YOUTH, NATIONAL SERVICE, SPORTS AND CULTURE



REPUBLIC OF NAMIBIA

**MINISTRY OF SPORT, YOUTH AND NATIONAL SERVICE
OFFICE OF THE PERMANENT SECRETARY**

Tel: +264 61 270 6111
Tel: +264 61 270 6501/2
Fax: +26461 245764
Enquires: Mr. Z. S. Hoveka

NDC Building, Goethe Street,
Private Bag 13391
Windhoek
NAMIBIA

Mr. N. Sisinyize
P.O. Box 55014
Rocky Crest
WINDHOEK

Dear Mr. Sisinyize,

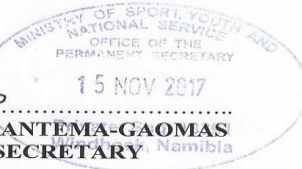
**RE: REQUEST FROM PERMISSION TO INTERVIEW OFFICIALS IN THE
MINISTRY AND BENEFICIARIES OF THE NAMIBA YOUTH CREDIT
SCHEME (NYCS) FOR STUDY PURPOSES.**

1. The subject matter has reference.
2. Kindly be informed that approval is granted as requested for you to conduct fieldwork in Zambezi Region, and for a copy of the report to be submitted to the Ministry to benefit from the recommendations.

It is trusted that you will find this response in order.

Yours sincerely,

MRS. EMMA KANTEMA-GAOMAS
PERMANENT SECRETARY



All Official correspondence must be addressed to the Permanent Secretary

ANNEXURE W: LETTER FROM THE MINISTRY OF AGRICULTURE, WATER, AND FORESTRY



REPUBLIC OF NAMIBIA

MINISTRY OF AGRICULTURE, WATER AND FORESTRY

Tel. : (061) 2087111
Fax: (061) 221733

Office of the Permanent Secretary
Luther Street
Private Bag 13184,
Windhoek

Enquiries: R. Valombola (208 7651)
Acting PA-PS

02 February 2018

Mr Nico L. Sisinyize
P.O Box 26239
Windhoek
Namibia

Dear Mr Sisinyize

**RE: PERMISSION TO CARRY OUT Ph.D. RESEARCH IN AGRICULTURAL
AND FORESTRY OFFICES IN WINDHOEK AND ZAMBEZI REGION**

1. Receipt of your letter dated 24 January 2018 with regards to the above mentioned matter is hereby acknowledged.
2. MAWF supports the study and is ready to collaborate and cooperate with you in provision of the requested information
3. Therefore Deputy Permanent Secretary for Department of Agriculture Development, Director for Agricultural Production Extension and Engineering Services, Director of Forestry, Director of Agricultural Research and Development, Deputy Director of Agriculture Extension-Northern Eastern Division, Chief Agricultural officers and Regional Heads for Forestry in Zambezi Region are requested to participate in this study and

allow relevant staff members under their supervision to participate in the envisaged, interviews and focus group Discussions.

Please accept renewed assurances of my highest consideration and support at all times.


02-02-2018
Republic of Namibia
Ministry of Agriculture, Water & Forestry
PERMANENT SECRETARY

CC: Deputy Permanent Secretary for Department of Agriculture Development-
Ms M. Kambinda
Director of Forestry- Mr J. Hailwa
Director of Agricultural Research and Development- Ms J Andowa
Deputy Director of Agriculture Extension-NED- Ms B. Antindi